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Thematic

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Module 8B:

The New World



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Grade Three **Thematic**

Module 8B:
The New World



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Grade Three Thematic
Module 8B: The New World
Student Module Booklet
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This document is intended for	
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Teachers	✓
Administrators	
Home Instructors	✓
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Other	



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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lfb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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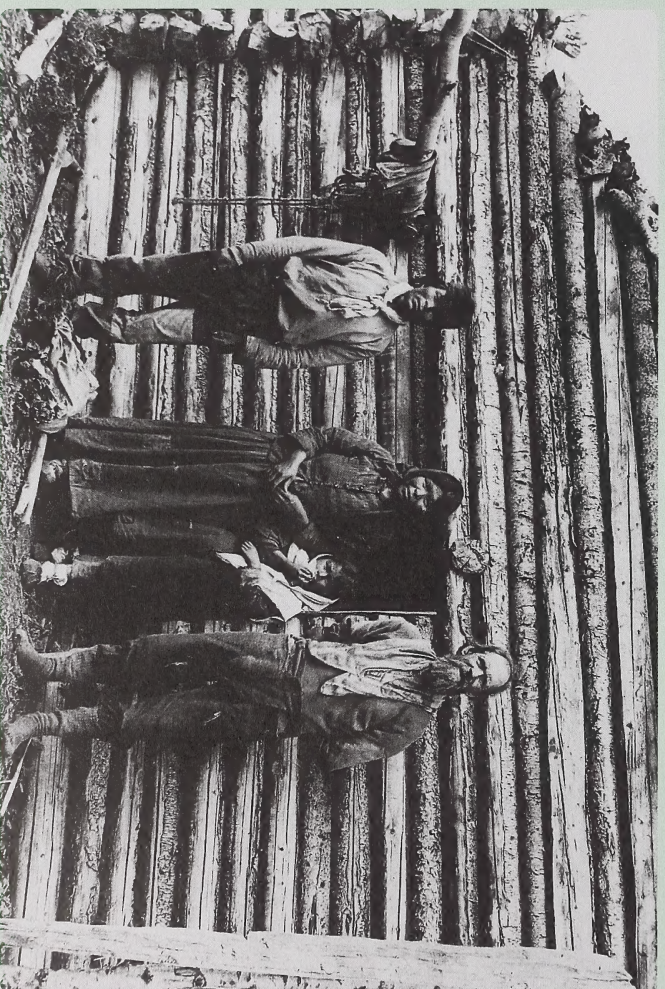
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Module Overview

In Module 8B you will follow the footsteps of fur traders, pioneers, and immigrants. As you learn more about the people who came to the New World, you will continue to design, build, and test different objects.

Step forward and make many new discoveries!

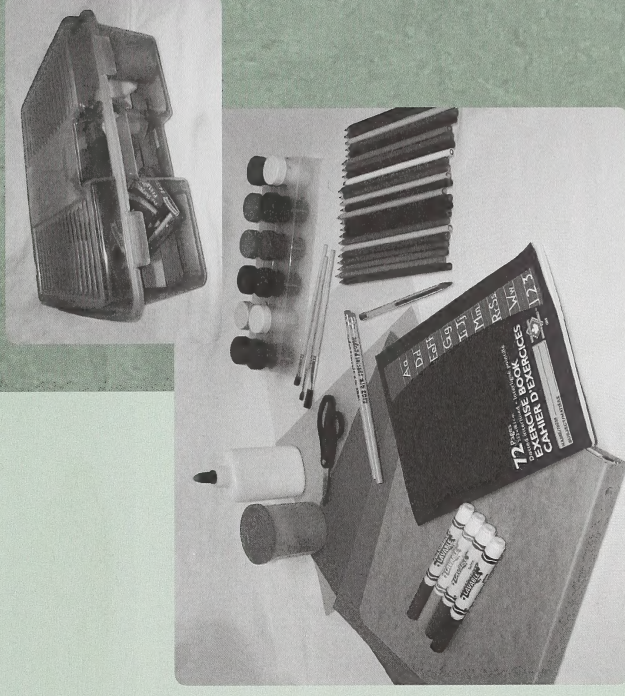


What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 8B, you will need

- Module 8B Student Module Booklet
- Module 8B Assignment Booklet
- Writing Folder
- junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- beginner's classroom atlas
- *Collections: Carving New Frontiers*
- Art Folder
- interlined notebook or paper for handwriting
- Footsteps Learning Log
- a thesaurus
- a small container of whipping cream
- watercolour paints
- modelling clay
- relief map
- a variety of materials for building projects, such as wooden craft sticks, twigs, wood scraps, cardboard rolls, drinking straws, glue, tape, and string or wire

See the Home Instructor's Guide for more information.



Read "Introduction to Module 8B" in the Home Instructor's Guide before the student begins Day 10.

Day 10

Fur Traders

In Module 8A you found out that First Nations people came to live in the Americas long, long ago. Did you know that some of the first Europeans to come to the New World were fur traders? Find out more about the fur traders in today's activities.

Are you getting better at designing and building objects? Today you will have fun designing and building a model fort.



Getting Started

What do you know about fur traders and trading posts? Have you ever read stories or watched movies about traders, **forts**, and trading posts? Have you ever built a fort? What did you use it for? Did you hide out there? Did you use it for protection? Did you keep others out? Fur-trading companies used forts in a similar way. Tell your home instructor what you know.

What would you like to know about fur traders and trading posts? Think of at least three questions. You will try to discover the answers as you work through today's activities.



The Fur Traders

Earlier today you listened to a story. The characters in the story were talking about North America's past.

Crescent Moon and Golden Star were thinking about the fur traders and how they came to live in the New World.

Be sure you have read about the story from the Home Instructor's Guide before beginning the lesson.

Create a K-W-L chart on chart paper or on the chalkboard. Note any facts that the student knows about the fur trade or forts in North America. See the Home Instructor's Guide for more information.

The student will suggest at least three questions to add to the W column of the chart.

fort: a strong building or a place surrounded by strong walls for defence; in the early days of Canada, a trading post of the Hudson's Bay Company

Read the information that Crescent Moon and Golden Star told to the student:

The fur traders came to Canada many years before the settlers arrived.

Men mainly from Britain and France came seeking riches in the New World.

Furs were worth a fortune in Europe long ago. The Europeans discovered that there were many fur-bearing animals in Canada. They also learned that First Nations people knew how to trap these animals.

The traders brought gifts, such as beads, metal knives, wool blankets, and kettles, for the First Nations people. They were given furs in return. That is how the fur trade began.

As more and more traders came, the beaver skin became a form of money in the New World. A native trapper could buy a small bag of beads, a kettle, a large bag of sugar, or twelve buttons for a beaver fur. A rifle cost twelve beaver skins.



The Hudson's Bay Company was formed by the English in 1670 for trading in all of the territory whose rivers drained into Hudson Bay. In 1783 another fur-trading company, the Northwest Company, was formed in Montreal.

The trade spread farther and farther west across Canada. As they expanded, the trading companies built trading forts.

The forts were used to store trading goods. The traders could live in the forts and go on long trips to trade with the people nearby. Before long, First Nations people began travelling to the forts to trade furs for other goods.

Trading forts became a meeting place for trappers and traders. Soon shopkeepers and other people began settling near the forts. Many forts and trading posts became towns and cities.



Mark the best answer to each of the following multiple-choice questions. Be sure to read all the answers before you choose one. Reread the stories of Crescent Moon and Golden Star if you need to.

1. Most of the first Europeans to come to Canada were

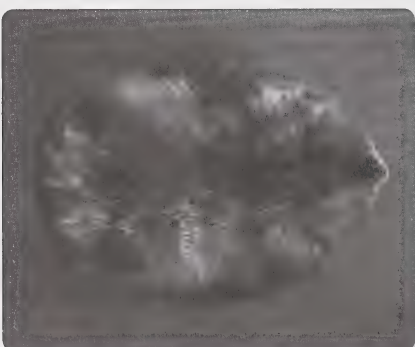
- ☐ settlers
- ☐ fur traders
- ☐ farmers
- ☐ horse traders

2. Why do you think the Europeans wanted the furs?

- ☐ They wanted fur to make warm coats.
- ☐ They wanted fur to make warm blankets.
- ☐ They wanted fur to make warm hats.
- ☐ all of the above answers

3. What kinds of goods did First Nations people want?

- ☐ grain and meat
- ☐ metal knives, beads, sugar, and wool blankets
- ☐ wood
- ☐ leather



4. Many traders who came to Canada were from

- ☐ Spain and Italy
- ☐ Iceland and Norway
- ☐ Britain and France
- ☐ Africa and Australia

5. Trading forts were used

- ☐ as a place to store trading goods
- ☐ as a place to live
- ☐ as a place to meet
- ☐ all of the above answers



In Module 6A you began checking your own work in the Student Module Booklet. You will continue checking your own work. You will find the Suggested Responses at the end of each day's lessons. When you are instructed to check your work, turn to the Suggested Responses for the Day you are working on and find the answers for the activity you have completed.

You can put a check mark beside correct answers if you like. If you have an incorrect answer, try to figure out what you did wrong. Ask your home instructor to help you if you need assistance. Be sure to write the correct answer. You can use a different colour of pen to make corrections.

Turn to the Suggested Responses on pages 24 and 25, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Read the fur-trader stories on the website aloud to your student.

Look back at the K-W-L chart with the student. In the third column, write in any answers the student has discovered.



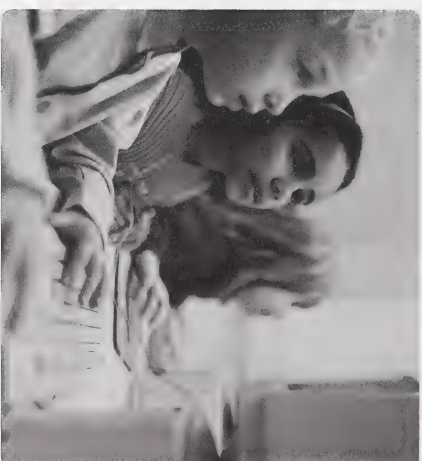
Visit a website for more information about fur traders.

Go to "Saskatchewan Stories" at <http://www.saskstories.ca>. Click on the green dot to learn more about fur traders. Ask your home instructor to read the stories aloud to you.

Complete Your Chart

Look back at the K-W-L chart that you began earlier today. Were any of your questions answered by the stories you just read? If so, tell your home instructor the answers to the questions. Your home instructor will write the answers on the chart.

Which of your questions still need answers? Write these questions on the lines below.



How could you find the answers? Decide on a way to find the answers to your questions.

6. I will _____

Find the answers to your remaining questions and add them to the K-W-L chart.
Write down the titles of any resources you used.

Turn to the Suggested Responses on page 25 and ask your home instructor to help you check your work.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds you hear in the word.

Write each word carefully.



Go to Assignment Booklet 8B. Do Assignment 1: Spelling Pre-test.



Assist the student in choosing a way to find the answers to his or her questions.

Assist the student with locating the Suggested Responses and checking the completed work.

Refer to the Home Instructor's Guide for the spelling dictation.

Phonics

You are beginning your last unit in phonics. The theme of this unit is Express Yourself. The things that you will learn in this unit can help you learn new words to improve your writing and speaking skills.



Go to page 185 in your Phonics book.

Read the poem. Then read the question at the bottom of the page.

7. Write at least two sentences to tell what makes you special. Use some adjectives to describe yourself.

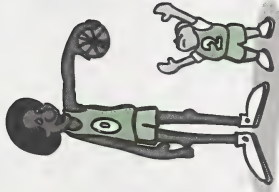
8. The adjectives I used are _____, _____,

_____, _____, and _____.

The adjectives, or describing words, that you used help the reader get a clear picture of you.

Read the following sentence:

I am a tall person.



9. Write two words that mean the same as tall.

Words that mean the same or nearly the same are called **synonyms**.

I am a fast runner.



10. Write a synonym for fast. _____

synonym: a word that means the same or nearly the same as another word

You can improve a description by choosing an interesting synonym for a simple word.

I am a **swift runner**.



Synonyms also come in handy when you want to replace a word that is used many times in a story. If you write the same word over and over, the reader might get bored.

Read Abigail's first draft of a paragraph below:

I **walked** to the store to buy some birdseed. Then I **walked** to the park to feed the birds. After that, I **walked** home because it was getting late.

Abigail changed the word **walked** to make the story more interesting.

I **jogged** to the store to buy some birdseed. Then I **strolled** to the park to feed the birds. After that, I **trotted** home because it was getting late.



Are you ready to learn some more synonyms?



Go to your Phonics book. Turn to page 187 and follow the instructions.

Turn to the Suggested Responses on pages 25 and 26, and ask your home instructor to help you check your work.



Take out your Writing Dictionary.

Over the next few days you will learn synonyms for many words. You will add some interesting synonyms to your Writing Dictionary each day. Turn to the end of your Writing Dictionary. On one of the pages that does not have an alphabet letter at the top, write Synonyms.

Z z

Synonyms
quiet, silent

Assist the student with locating the Suggested Responses and checking the completed work.

Look at the synonyms you worked with on page 187 of your Phonics book. Choose two pairs of synonyms that you think you might use in your stories. Write them in your Writing Dictionary.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

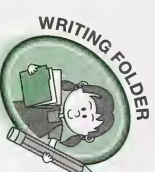


Silent Reading

Are you beginning a new book today? Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Footsteps Learning Log

You found the answers to three questions about fur traders and trading posts. Now you will add that information to your Footsteps Learning Log.



Take out your Footsteps Learning Log.

On a new page, write Fur Traders at the top.

Use your K-W-L chart to help you write a short paragraph about the fur traders. Write a topic sentence that explains what your paragraph will be about. Write at least three more sentences to tell about Canadian fur traders. Draw an illustration.

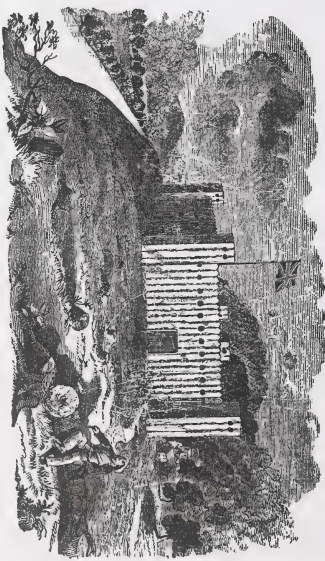


Turn to the Bibliography page that you made in an earlier lesson. Write the titles of the resources you used.

Put your Footsteps Learning Log back in your Writing Folder when you are done.

Make a Model Fort

Look at the following pictures of forts. Also look for forts and trading posts in the books that you have gathered.



People who lived long ago used materials that were nearby to make their homes. The Cree people who lived on the prairies used animal skins and poles to create teepees. The Iroquois made longhouses from wood, bark, and skins.

11. What materials did the fur traders use to build forts?

12. Why do you think they used those materials?

13. How do you think the materials were joined?

Turn to the Suggested Responses on page 26 and ask your home instructor to help you check your work.

Look carefully at the pictures of forts on the previous page. Think about how you could make a model of a fort.

Look around your home for materials that could be used to make the model. You could use wooden craft sticks, twigs, wood scraps, cardboard, or straws. Find something that you can use to join your materials too.

You will write about your plan in the Assignment Booklet. Do questions 1, 2, and 3 of Assignment 2; then build your fort. Complete question 4 after you finish making your fort.



Go to Assignment Booklet 8B. Do Assignment 2: A Model Fort.

Assist the student with locating the Suggested Responses and checking the completed work.

If the student builds a large or elaborate model, it may take more than one day to complete. The student may complete question 4 of Assignment 2 on Day 11 or 12 if necessary.

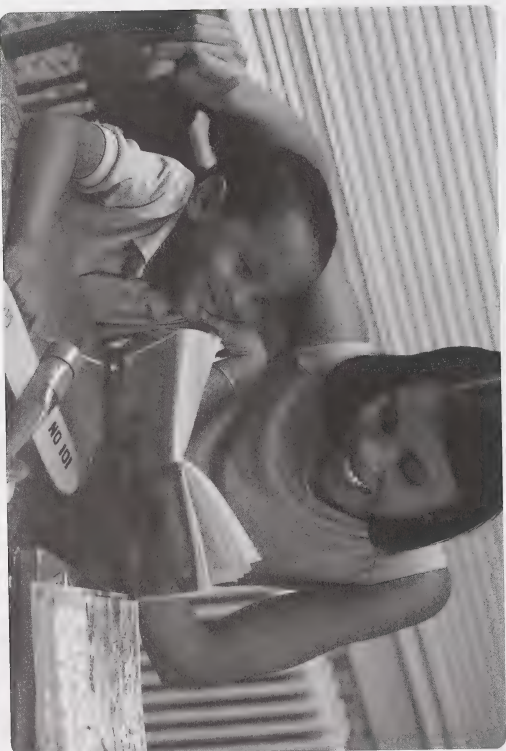
If possible, extend the student's knowledge of the fur trade by reading a story about fur traders or trading posts.

Corn Plants

Measure your corn plants today. Mark their height on your graph.

Story Time

Find a comfortable spot. Are you listening to a story about fur traders or forts?



Looking Back

What a busy day! Did you learn something new about fur traders today? What else would you like to learn about fur traders?



Imagine you lived long ago. Would you like to be a fur trader? Why or why not?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

fort: a strong building or a place surrounded by strong walls for defence; in the early days of Canada, a trading post of the Hudson's Bay Company

synonym: a word that means the same as or nearly the same as another word

Suggested Responses

1. Most of the first Europeans to come to Canada were

- ☐ settlers
- ☒ fur traders
- ☐ farmers
- ☐ horse traders

2. Why do you think the Europeans wanted the furs?

- ☐ They wanted fur to make warm coats.
- ☐ They wanted fur to make warm blankets.
- ☐ They wanted fur to make warm hats.
- ☒ all of the above answers

3. What kinds of goods did First Nations people want?

- ☐ grain and meat
- ☒ metal knives, beads, sugar, and wool blankets
- ☐ wood
- ☐ leather

4. Many traders who came to Canada were from

- ☐ Spain and Italy
- ☐ Iceland and Norway
- ☒ Britain and France
- ☐ Africa and Australia

5. Trading forts were used

- ☐ as a place to store trading goods
- ☐ as a place to live
- ☐ as a place to meet
- ☒ all of the above answers

6. You should have told how you will find answers to your questions. You may have said you will go on a field trip (for example, to a museum). You can also find answers in books and on the Internet, or you could ask someone.

7. You should have written at least two sentences to describe yourself. The sentences should include some adjectives. How are you different from other people? What are your talents?

8. Remember, adjectives are words that describe a noun—in this case, you. What words did you use to describe yourself? Are you kind, musical, funny, or athletic?

9. Big, lofty, giant, and towering all mean the same as tall. Did you think of other adjectives that mean the same as tall?

10. Words that mean the same as fast are quick, speedy, rapid, swift, and fleet. Did you think of other synonyms for fast?

Phonics

Page 187

1. My dad enjoys reading me a **tale** before bedtime.
2. I am **glad** when we spend time together.
3. He begins to read when I am **silent**.
4. He always **discovers** a new story to read.
5. This story is about a girl who lives in the **woods**.
6. She wears a **pretty** red cape.
7. I can't wait to find out what **happens**.

11. The fur traders used logs and wooden planks to build forts.

12. Wood was available nearby. It was also a suitable material because it is strong.

13. The logs may have been joined by notching, tying, or nailing.

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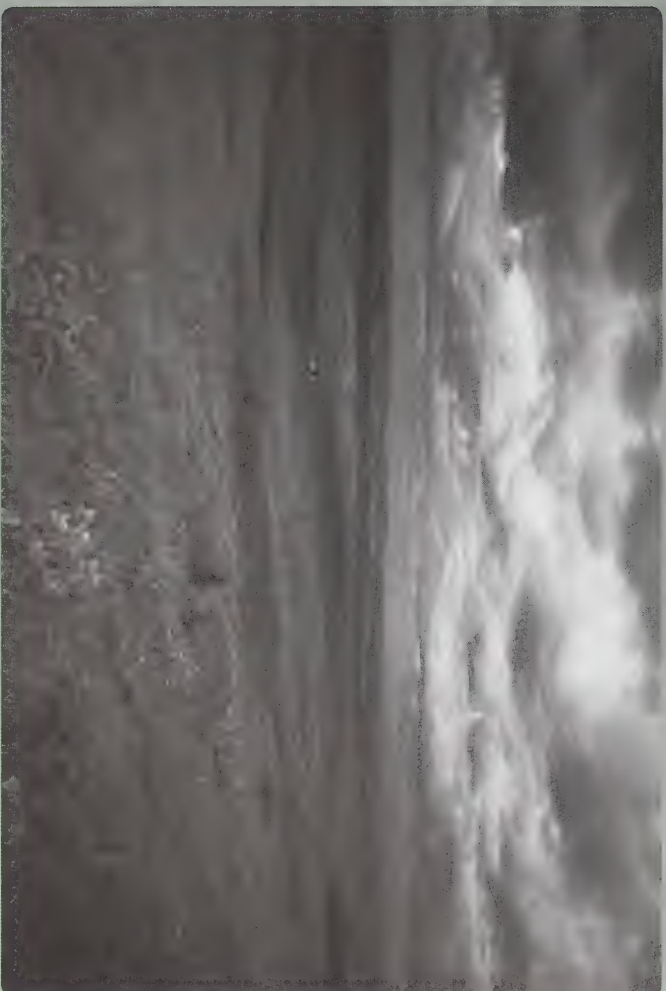
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Day 11

Prairie Footsteps

As the fur traders explored the New World, people in other countries heard about the vast prairies and the fertile land. Before long their footsteps led them to the prairies of Canada. Today you will read about one girl's prairie journey. You will work on your relief map too.

Step lively; it's time to begin another day's work!



Getting Ready

In Module 1 you learned how your community has changed. You talked to someone who knew how your community was in the past. What do you remember about your community in the past?

Read Sparkling Star's story:



Many communities began when settlers from Europe came looking for farmland.

The pioneers travelled across the ocean on ships. After reaching Canada, they often travelled west by train. Then they bought horses and wagons and travelled to their homestead.

The settlers picked out land and began to create farms. Some people settled near the forts and trading posts. Others chose fertile land on the prairies that was far from anyone else.

The student is asked to recall information that was discovered in Module 1. If the student has forgotten, you may wish to look back at the report "My Community in the Past" that was created by the student on Days 9 to 11 in Module 1.

prairie: 1 a large area of flat land with grass but few or no trees 2 the Prairies: the great, almost treeless plain that covers much of central and southern Manitoba, Saskatchewan, and Alberta

“Petranelia”

Do you remember listening to the story of Petranelia in Module 1? You will take a closer look at this story over the next few days.



Take out *Carving New Frontiers*.

Turn to the Contents page. Find the story called “Petranelia.”

1. This picture book story was written by _____.

Turn to page 4.

Look at the pictures in the story.

2. Do you think this story takes place in the present or in the past? How do you know?

Read page 4.

3. Do you think Pettranella's city was a good place to live? Explain why or why not.

4. What does the author compare the smoke from the mill to?

withered flowers smokestacks
a grey blanket

Read page 5.

5. What is her mother and father's surprise?

6. What sad news does Grandmother tell Pettranella?

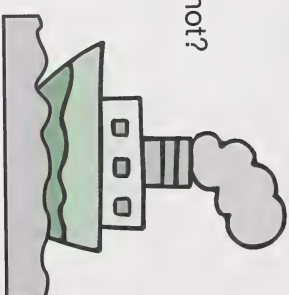


If this story is too difficult for your student to read independently, find it on the *Grade Three Thematic Audio* CD. The student can listen to the story and follow the print visually. Then ask the student to read each paragraph orally or silently. Ask comprehension questions after each paragraph to be sure the student understands the text.

7. How do you know that this news makes Pettranella sad?

Read page 6.

8. Did Pettranella like the trip in the big ship? Why or why not?



9. What happened when the family reached Canada?

They took a taxi. They saw fur traders.

They had to fill out forms.

10. What did they do when they were free to go?

They travelled up a wide river. They travelled in a train.

They rode horses.

You will finish reading this story on Day 12.

Pettranella's Grandmother

In the story, Pettranella and her family moved far away from her grandmother. Have you ever moved away from someone you loved? Has someone you were close to moved or taken a long vacation? How did you feel? What did you do? Tell your home instructor about it.

Imagine that you are Pettranella. You miss your grandmother very much. There are no telephones or computers. The only way to speak to your grandmother is to write letters.



Pretend that you are Pettranella. Write a letter to your grandmother. Tell her about the trip across the ocean. Tell her about waiting to sign forms. Imagine other things that Pettranella might say.

The student will discuss a time when he or she was separated from a friend or family member.

11. Fill in the body of the letter.

February 15, 1884

Dear Grandmother,

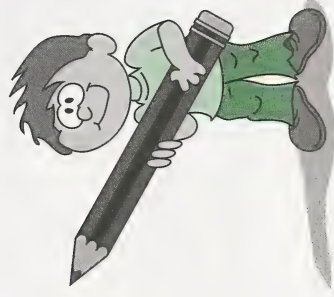
Love,
Pettranelia

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

Find your spelling pre-test in Assignment Booklet 8B. It is Assignment 1: Spelling Pre-test. On the following lines, write any words you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose **four** challenge words. Write them too.



Show the student which words were spelled incorrectly and help him or her spell them correctly.

Help your student choose four challenge words to practise. Challenge words may be theme words, words the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested thematic words.

Be sure the student spells each word correctly.



Take out your Writing Dictionary. You will add your new spelling words to the dictionary.

Write all the spelling words from the Day 10 spelling pre-test in your dictionary. The words are

town village money cash
together apart noisy quiet

Put each word on the page with its beginning letter. Add your challenge words to the Writing Dictionary too.

V v
verse
village

Use your Writing Dictionary to help you spell words when you write.

Phonics

On Day 10 you worked with synonyms.

12. Synonyms are words that _____.

Synonyms may be adjectives like pretty, beautiful, and cute.

Synonyms may be nouns like story, tale, and legend.

Synonyms may be verbs like run, sprint, jog, lope, and dash.

13. Write a synonym for each of the following words.

joyful _____ repair _____

huge _____ chilly _____

unhappy _____ instructor _____

jump _____ dad _____



Go to your Phonics book. Do page 188 for more practice with synonyms.

Turn to the Suggested Responses on pages 43 and 44, and ask your home instructor to help you check your work.



Take out your Writing Dictionary.

Look at the synonyms you worked with on page 188 of your Phonics book. Choose two pairs of synonyms that you might use in your stories. Write them under the title *Synonyms* in your Writing Dictionary.

Synonyms
quiet, silent
comical, funny

Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Map Skills

You will work with your atlas and your relief map again today. Take out your atlas.

Also gather the following materials:

- blue modelling clay
- your relief map
- the Footprints and Oceans page from the Appendix of Module 8A



Think back to the story of Pettranella. Her family travelled from a city in Europe to Canada.

Find a map of the world. Find Europe.

Most ships that travelled from Europe to Canada sailed across the Atlantic Ocean to the Gulf of St. Lawrence. Find the Atlantic Ocean and the Gulf of St. Lawrence in the atlas and on your relief map.

In the story about Pettranella, you found out that her family travelled up a wide river after they reached Canada. Look at the east coast of Canada in your atlas.

14. The wide river they travelled up was probably

the St. Lawrence River the Fraser River the Peace River

Turn to the Suggested Responses on page 44 and ask your home instructor to help you check your work.



Assist the student with locating the Suggested Responses and checking the completed work.

Pettranelia's family travelled to the province that is now called Manitoba.

Show Pettranelia's journey on your relief map.

Step 1: Find the St. Lawrence River in the atlas and on your relief map.

Step 2: Add some blue modelling clay to your map to show the St. Lawrence River.

Step 3: Cut out two footprints from the Footprints and Oceans page. Write Pettranelia on the footprints.

Step 4: Press the first small footprint on the St. Lawrence River where it enters the Gulf of St. Lawrence.

Step 5: Find Manitoba in the atlas and on your map.

Step 6: Press the next small footprint near the area that is now called Manitoba.

Step 7: Use a pencil to press a dotted line up the river; then make dots to the second footprint. The dotted line shows one way that Pettranelia's family may have travelled to their homestead in Canada.

Story Time

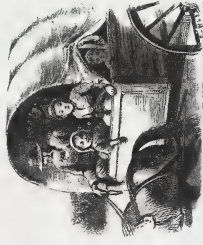
Find a comfortable spot. Listen to the story that your home instructor reads.



Looking Back

You learned more about prairie settlers and read a story about a young pioneer.

What was your favourite activity today? Did you have difficulty with any of the tasks?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

prairie: 1 a large area of flat land with grass but few or no trees 2 the Prairies: the great, almost treeless plain that covers much of central and southern Manitoba, Saskatchewan, and Alberta

Suggested Responses

1. This picture book story was written by Betty Waterton.
2. You probably guessed that this story takes place in the past because of the clothing, activities, buildings, and transportation methods shown in the pictures.
3. Answers may vary since you are expressing an opinion. Your opinion should be supported with a valid reason. You probably said that the city was not a good place to live because it was smoky. The smoke hid the sun, choked the trees, and withered the flowers.
4. The author compares the smoke from the mill to a grey blanket.
5. The family is moving to Canada.
6. Pettranella's grandmother tells her she will not be coming to Canada with the family.
7. Pettranella's eyes fill with tears and she says she won't go either.
8. No, Pettranella did not like the trip because she was seasick and the ship was crowded.

9. They had to fill out forms.
10. They travelled up a wide river.
11. You should have completed the body of the letter. The letter should include information about the trip on the ship and the crowded conditions at the end of the journey. You may also have added other imagined events.
12. Synonyms are words that mean the same or nearly the same.
13. Here are some synonyms for the given words. Did you think of others?

joyful: happy, glad, cheerful, delighted

repair: fix, mend, restore

huge: large, gigantic, enormous, massive, vast

chilly: cold, freezing, frosty, frigid

unhappy: sad, gloomy, miserable, forlorn

instructor: teacher, educator, tutor

jump: leap, hop, skip, bound

dad: father, papa, daddy

Phonics

Page 188

- | | | | |
|---------|----------|--------------|----------|
| 1. hear | 2. funny | 3. boat | 4. close |
| 5. big | 6. woods | 7. beautiful | |

<p>8.</p> <div> <div>fix</div> <div>injure</div> <div>present</div> <div>raise</div> <div>stay</div> </div> <div> <div>hurt</div> <div>gift</div> <div>repair</div> <div>remain</div> <div>lift</div> </div>	<p>9.</p> <div> <div>huge</div> <div>pretty</div> <div>told</div> <div>silent</div> <div>happy</div> </div> <div> <div>said</div> <div>large</div> <div>quiet</div> <div>glad</div> <div>beautiful</div> </div>
<p>11.</p> <div> <div>fearful</div> <div>rare</div> <div>creep</div> <div>big</div> <div>unhappy</div> </div> <div> <div>crawl</div> <div>sad</div> <div>afraid</div> <div>unusual</div> <div>large</div> </div>	<p>12.</p> <div> <div>street</div> <div>fast</div> <div>sad</div> <div>rush</div> <div>shuts</div> </div> <div> <div>road</div> <div>unhappy</div> <div>hurry</div> <div>closes</div> <div>quick</div> </div>
<p>13.</p> <div> <div>powerful</div> <div>strike</div> <div>journey</div> <div>store</div> <div>part</div> </div> <div> <div>trip</div> <div>piece</div> <div>strong</div> <div>hit</div> <div>shop</div> </div>	<p>10.</p> <div> <div>say</div> <div>fall</div> <div>glisten</div> <div>difficult</div> <div>small</div> </div> <div> <div>drop</div> <div>little</div> <div>hard</div> <div>tell</div> <div>sparkle</div> </div>

14. The wide river they travelled up was probably the St. Lawrence River.

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Can you imagine what it would be like to settle in a huge, unfamiliar land? Can you imagine how hard it must have been to build a home and start a farm?

Today you will learn more about prairie pioneers as you finish Pettranello's story. You will also have a chance to create a prairie image with paint.

Getting Started

Pretend that you are a settler. What would it be like to set off into unknown lands to create a place for your family? What would you be worried about? What would you be excited about?

Draw a cartoon of a settler heading out to stake a claim on a homestead. Make a thought balloon to show one of his or her thoughts.



Ask the student to predict the meaning of each word. After making a prediction, the student will look up each word in the dictionary and then write the meaning for each.

You may find words you don't recognize when you read "Petttranella." Look at the following words. Tell your home instructor what you think each word means. Don't write the meaning yet.

1. After you predict the meanings, take out your dictionary and use it to check your predictions. Write a meaning for each word.

homestead _____

settlement _____

pinafore _____

muslin _____

Turn to the Suggested Responses on page 62 and ask your home instructor to help you check your work.

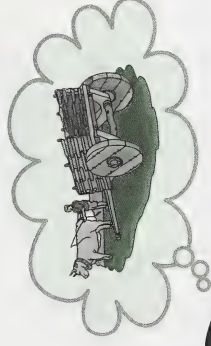
Assist the student with locating the Suggested Responses and checking the completed work.

“Pettranella”

Good stories are fun to read because they help you imagine and experience many exciting things. Sometimes you almost feel as if the events are happening to you.



Take out *Carving New Frontiers*.



Finish reading the story “Pettranella.” Use your imagination to see the word pictures in your mind.

Read page 7. Imagine the country store and the oxcart journey.

Read page 8. Imagine the crackling fire and the howling wolves.

Read page 9. Imagine Pettranella’s sadness.

Read page 10. Imagine arriving at the lonely homestead.

Read page 11. Imagine watching the wild geese and the new baby calf.

Read page 12. Imagine Pettranella’s surprise when she sees the flowers.

Read page 13. Imagine Pettranella’s joy as she plants her own flower garden.





Go to Assignment Booklet 8B. Do Assignment 3: Reading Response.

Spelling

Look back to the Day 2 spelling activity. Look at each word on the list. Think about the correct spelling for each word. When you are ready, put away your word list.

Sentence Dictation Steps

Follow these steps when you write your sentences:

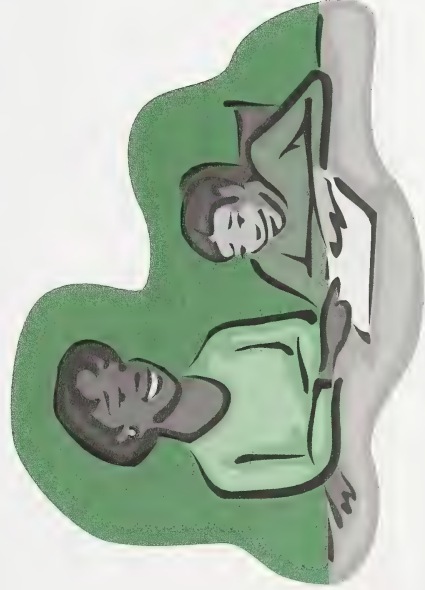
- Listen as your home instructor reads each sentence.
- Start each sentence with a capital letter and end the sentence with a punctuation mark.
- Use a ruler to underline each spelling word.
- Compare your sentence to the one your home instructor writes on the board and make any necessary corrections.



Refer to the Home Instructor's Guide for the dictation sentences and for more information. Your student will self-correct each sentence as you write it on the chalkboard or whiteboard.

Write your sentences on the following lines.

Read the sentences to your home instructor when you are finished.



Phonics

Using synonyms in your writing can help you be a better writer. Sometimes it is hard to think of a synonym for a word. There are several places where you can find synonyms. You can look in a dictionary, a thesaurus, or on a computer to find synonyms.

A thesaurus is organized the same way as a dictionary. The words appear in alphabetical order. A list of synonyms appears after each word. There are guide words at the top of the pages.

2. Use a thesaurus to find at least two synonyms for each of the following words.

cabin _____

journey _____

small _____

beautiful _____

forest _____

walk _____

soil _____

talk _____

When I write a story, I use the word *nice* too much. I need to find a synonym for *nice*.



You can use a computer to find synonyms.

Follow these steps to find synonyms for the word talk on a computer:

- Open the word-processing program on your computer.
- Key in the word talk.
- Select the word by clicking the mouse just in front of the word and dragging the cursor over it.
- Find the heading at the top of the screen that says **Tools**.
- Click on **Tools**.
- From the drop-down menu, find **Language**, then find **Thesaurus**.
- Click on **Thesaurus**. A box will appear that lists several synonyms.



3. A synonym for talk is _____.

4. Use the same method to find synonyms for the following words.

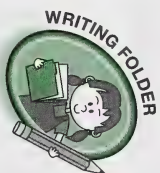
lonely _____ settler _____

gentle _____ flower _____

Turn to the Suggested Responses on pages 62 and 63, and ask your home instructor to help you check your work.

Module 8B: The New World

Assist the student with locating the Suggested Responses and checking the completed work.



Take out your Writing Dictionary. Choose two pairs of synonyms you might use in your stories. Write them under the title Synonyms in your Writing Dictionary.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Another Kind of Home

Read the following short story.

His sharp shovel pierced the earth.

He did not notice the tiny prairie crocus shivering on the grassy rectangle.
He did not think of his weary, trembling muscles.

Only one more piece and the **sod** roof would be finished. He would keep his promise! By nightfall the family would move into their new sod home.



sod: a thin layer cut from the ground with grass growing on it, including the roots

5. Who is the character in the story?

a settler a hunter a fur trader

6. What is he building? _____

In some places on the prairies, there weren't many large trees. Settlers had to think of another material to use for homes. Many prairie pioneers built homes from sod—the grass and dirt that made up the prairie!



7. What do you think would happen to the sod roof and walls if it rained a little?

8. What do you think would happen if it rained a lot?



Take out *Carving New Frontiers*.

Turn to page 11. Take a close look at the cabin that Pettranella's father built.

9. The walls are made from _____.

10. The roof is made from _____.

11. What holds up the roof?



12. Why do you think he used those materials?

13. Do you think this cabin would be better than a cabin made completely from sod? Explain why or why not.

Turn to the Suggested Responses on page 63 and ask your home instructor to help you check your work.

Designers and builders often ask other people for advice. They also study buildings, pictures, or books for ideas.

Suppose new neighbours came to Pettranella's parents for advice. What would they tell their neighbours about building a cabin with a sod roof? Share your ideas in the Assignment Booklet.



Go to Assignment Booklet 8B. Do Assignment 4: Building Advice.

Assist the student with locating the Suggested Responses and checking the completed work.

Prairie Images

Take one more look at the story “Pettranella.” Earlier today, you used the author’s words to imagine a prairie journey. The illustrations in the story also help you understand the settlers’ life. Look at each illustration in “Pettranella.”

14. What type of colours are used in the pictures?

bright, bold colours dark, glowing colours soft, delicate colours

15. What did the author use to make the illustrations?

pencil crayons watercolour paint thick oil paint

Look carefully at the pictures of the sky on pages 10 and 11.

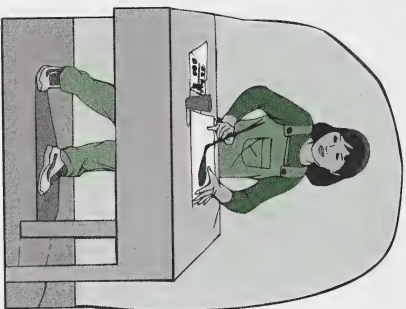
16. How did the artist create the soft, blended colours?

Turn to the Suggested Responses on pages 63 and 64, and ask your home instructor to help you check your work.



You will make an illustration for this story too. You will need watercolour paints, a large sheet of unlined paper, and several small sheets of unlined paper.

Assist the student with locating the Suggested Responses and checking the completed work.



Spend some time experimenting with your watercolour paints. On the small sheets of paper, try to create skies like those on pages 10 and 11. Use lots of water with your paint. You may want to add white paint to the colours to make softer tints.

Look closely at the trees on page 11. On a small sheet of paper, draw a simple tree trunk and some branches with your pencil. Use your watercolours to make leaves for your tree.

When you are ready, close your eyes and think back to the story. Choose a part of the story that wasn't illustrated. Think about the painting that you would like to make.

Use a pencil to sketch your idea. Make your pencil lines very light and faint.

Paint your sketch using the watercolours. Use some of the skills that you practised today to make an interesting sky and some trees.



Let your painting dry and then display it or put it in your Art Folder. You will send it to your teacher on Day 18.

Corn Plants

Measure your corn plant today. Mark its height on your graph.

Story Time

Find a comfortable spot. Listen to the story that your home instructor reads.

Looking Back

Do you think you would like to be a pioneer child like Pettranella? What would be the scariest part? What would be the most exciting?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

sod: a thin layer cut from the ground with grass growing on it, including the roots

Suggested Responses

1. **homestead:** a farm with its buildings or, in the West, public land granted to a settler under certain conditions by the federal government

settlement: a place where a permanent community has been formed

pinafore: an old word for an apron worn over a dress, covering nearly all of it

muslin: a plain cotton cloth. It can be very fine and almost see-through, or heavy and coarse.

2. Answers may vary. Any one of the following synonyms or any other applicable synonym is acceptable.

cabin: hut, house, shack, cottage

journey: trip, expedition, excursion

small: little, minute, tiny, petite

beautiful: pretty, gorgeous, attractive

forest: woods, woodland, jungle, bush

walk: stroll, amble, saunter, stride, hike

soil: earth, dirt, mud, loam

talk: speak, chat, gossip, chatter

3. Synonyms for talk include converse, speak, chat, gossip, or chatter.
4. Answers may vary. Any one of the following synonyms or any other applicable synonym is acceptable.

lonely: forlorn, alone, lost, friendless
gentle: mild, calm, kind, tender

settler: pioneer, colonist
flower: bloom, blossom

5. The character in the story is a settler.
6. He is building a sod house.
7. The grass and earth would soak up the rain.
8. The rain would wash away the earth and drip through the grass and earth.
9. The walls are made from logs.
10. The roof is made from sod.
11. Logs placed across the tops of the walls hold up the roof.
12. They were close by and they served the purpose.
13. The logs might keep out the rain and dampness better than sod.
14. Soft, delicate colours are used in the pictures.

15. Watercolour paint was used.
16. She used lots of water and let the colours blend together.

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Would you like to learn more about settlers? Today you will read a non-fiction article about a day in a pioneer child's life.

What do you know about the purpose and use of objects? Have you ever made butter in an old-fashioned way? Get ready for some new discoveries!



Getting Started

Life for the settlers was not easy. They had to grow, raise, or build almost everything they needed. Everyone in the family had to help with the work. Pioneer children had many chores to do.

Look carefully at the picture on the previous page.

1. Identify two chores that children are doing.

Read the following short poem.

Sleepy boy,
Freezing!
Milking the cows, feeding the livestock
Wild strawberry jam, hot buckwheat pancakes
Breakfast at last!



2. What two chores are discussed in the poem?

3. The time of day the poem tells about is

the evening the afternoon the morning

How do you know? _____

4. Why do you think the boy is happy when it is breakfast time?

Do you know the meaning of the words buckwheat and livestock?

5. I think buckwheat is

a plant used to make a special kind of flour

a type of animal a flower

6. I think livestock means

farm animals such as cows and pigs

doing farm chores plants in a garden

Turn to the Suggested Responses on pages 80 and 81, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

“A Pioneer Child’s Day”



Take out *Carving New Frontiers*.

Look on the Contents page.

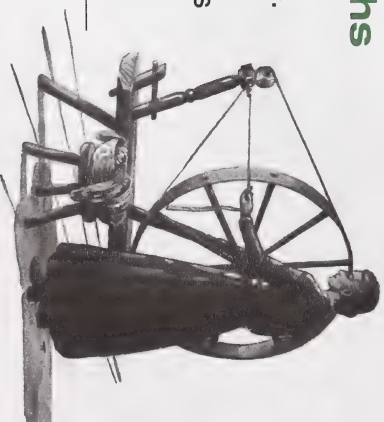
7. The selection on page 14 is called _____.

Turn to page 14.

Using Pictures and Photographs

Look at the photographs and pictures in the article.

8. Which picture clues tell you that this selection is about the past?



Pioneer women used spinning wheels to make yarn from sheep wool.

caption: the explanation for a picture or cartoon

Discuss the graphic. Ask the student to point to the caption and read it aloud. Ask the student to explain what he or she learned from the caption.

Read the captions under or beside the pictures in "A Pioneer Child's Day."
Use the information from the captions to answer the following questions.

9. The son's name is _____.
10. The daughter's name is _____.
11. John has a pet cow named _____.
12. One chore that John does is _____.
13. One chore that Emily does is _____.

Using Headings

The headings of a non-fiction article can give you clues about where to look for information. Read the headings in the article.

14. You want to know what the children ate for breakfast. Which heading would you look under?

- ☐ Morning chores
- ☐ A hearty breakfast
- ☐ Time for school
- ☐ More chores



15. You want to find out more about pioneer schools. Which heading would you look under?

- ☐ Morning chores
- ☐ A hearty breakfast
- ☐ Time for school
- ☐ More chores

When you read non-fiction articles, you are usually looking for information. Reading for information is different from reading a fiction story. If you are looking for an answer to a question, try to keep the question in mind as you read.

Read the introduction on page 14. Try to find the answer to the following two questions.

16. What time does John get up? _____

17. What season is it? _____

Using Keywords

When you are looking for information, you may also watch for **keywords**. Keywords are important words that can help you spot the information that you are looking for.

Imagine that you are doing a report on pioneer schools. You especially want to know how the students learned to read and spell.



keyword: an important word

18. What keywords would you look for? _____

Read page 15. Watch for the keywords that you chose. Reread the sentence when you find one of your keywords.

19. Write one fact you discovered about pioneer schools.



Find out what kind of food pioneer children ate.
Read pages 16 and 17. Watch for any words that tell the names of foods.

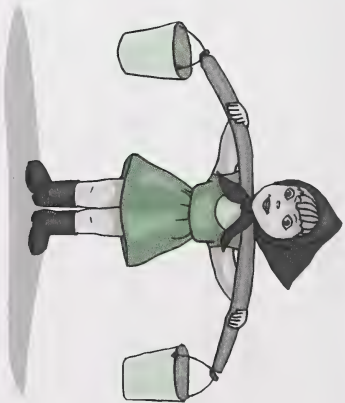
20. The pioneer children ate _____

You can use these strategies any time you do research or look for information.

Use what you have learned to complete the following activity.

Read pages 14 to 18.

21. Make a list of all the chores that John and Emily do. Write each child's chores in the correct column in the table.



John	Emily

Turn to the Suggested Responses on pages 81 to 83, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Handwriting

It's time to practise your handwriting.



Take out your interlined notebook or interlined paper.

Look back at the dictation sentences that you wrote for spelling practice on Day 12. Write each of those sentences in handwriting. Write them in your notebook or on your interlined paper. You may look at your handwriting chart if you need to.

When the student has completed the sentences, check the handwriting for correct letter formation, slant, and alignment. If the student is having difficulty with any letters, assign extra practice activities.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

What's the Purpose?

When a builder or designer creates a structure or object, the first thing he or she thinks about is the purpose it must serve.

The purpose of the pioneer's cabin was to provide shelter for the pioneer family. The cabin had to keep the family warm and dry through all the seasons.



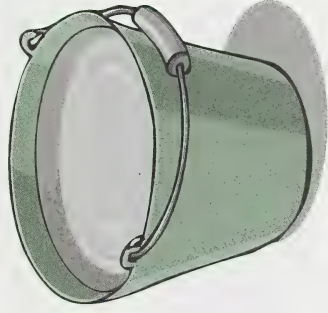
The purpose of the oxcart was to transport goods. The oxcart had to be strong enough to carry heavy loads over bumpy roads. It had to be easy to fix with materials that were close at hand.

22. What is the main purpose of the object to the right?

Some of the objects that were used in pioneer times are no longer used today.



Take out *Carving New Frontiers*.



Look carefully at the pictures on the pages indicated to help you answer the following questions.

Look at the illustration on page 16. Notice the hooks hanging over the fire in the fireplace.

23. The purpose of the hooks is _____.

24. What kind of material would be best for the hooks?

wood paper metal

25. Explain why.

yoke: a wooden frame that fits around the neck to carry a load

A yoke is used around the necks of two work animals to fasten them together for pulling something.

churn: a container for turning cream into butter by beating or shaking

Explain how the churn works. See the Home Instructor's Guide for more information.

Look at the **yoke** in the photograph on page 18.

26. What is the main purpose of the yoke?

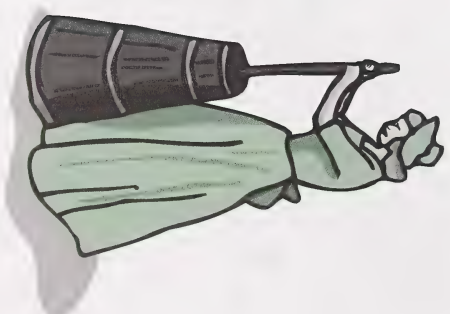
27. Why would the yoke need to be made from a strong but light material?

Look at the **churn** in the photograph on page 17.

28. What is the main purpose of the churn?

Ask your home instructor to tell you how the churn works.

29. Why would the churn need to be made from a material that was strong but easy to clean?



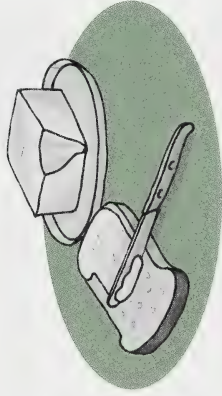
Churn Your Own Butter

You can make your own butter from whipping cream, even if you don't have a butter churn.

You will need a small carton of whipping cream.

To turn the whipping cream into butter, you need to be able to move the cream back and forth quickly.

30. How could you do this without a churn?



Use your idea. Don't give up too quickly. It takes at least ten or fifteen minutes of movement to make butter.

Turn to the Suggested Responses on pages 83 and 84, and ask your home instructor to help you check your work.

If your idea didn't work, try another one.

Knowing the purpose an object serves helps builders choose the best design and materials. A simple device, like a small jar, may serve the same purpose as a butter churn.

Show what you have learned by doing an activity in your Assignment Booklet.

Assist the student with locating the Suggested Responses and checking the completed work.

See the daily summary in the Home Instructor's Guide for suggestions.



Go to Assignment Booklet 8B. Do Assignment 5: What's the Purpose?

Story Time

Find a comfortable spot. Listen to the story that your home instructor reads.



Looking Back

Do you think you are getting better at reading for information? Do you read the captions of pictures, photographs, charts, and maps? What do you still find difficult?



Pictures and their captions can sure tell you a lot.

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

buckwheat: a plant with brown, three-sided seeds and white flowers

The seeds are fed to animals or ground into flour. Bees make honey from the nectar of the flowers.

caption: the explanation for a picture or cartoon

churn: a container for turning cream into butter by beating or shaking

keyword: an important word

livestock: farm animals, such as cows, horses, sheep, and pigs

yoke: a wooden frame that fits around the neck to carry a load

A yoke is used around the necks of two work animals to fasten them together for pulling something.

Suggested Responses

1. The children in the picture are carrying wood to fill the wood box, grinding something (probably coffee beans), and cooking something over the fire.
2. The poem mentions milking the cows and feeding the livestock.
3. The time of day the poem tells about is the morning. You know this because the boy is still sleepy and he has breakfast.

4. He is probably hungry after doing his chores. He may still be cold, so breakfast is a chance to warm up. Maybe pancakes with wild strawberry jam is his favourite food.
5. Buckwheat is a plant used to make a special kind of flour.
6. Livestock are farm animals such as cows and pigs.
7. The selection on page 14 is called "A Pioneer Child's Day."
8. Any one of the following answers is acceptable: the clothing of the children; the picture of the family eating dinner; the old pots, churn, yoke, or wagon; or the oxen.
9. The son's name is John.
10. The daughter's name is Emily.
11. John has a pet cow named Daisy.
12. You may have completed the sentence with any one of the following: milk the cow, feed the livestock, care for the animals, spread fresh hay, or carry water.
13. You may have completed the sentence with any one of the following: help cook, wash dishes, clean the kitchen, make butter, spin thread, weave cloth, make candles, or sew clothing or quilts.

14. You want to know what the children ate for breakfast. Which heading would you look under?

- ☐ Morning chores
- ☒ A hearty breakfast
- ☐ Time for school
- ☐ More chores

15. You want to find out more about pioneer schools. Which heading would you look under?

- ☐ Morning chores
- ☐ A hearty breakfast
- ☒ Time for school
- ☐ More chores

16. John gets up at five o'clock.

17. It is summer.

18. You might look for school, spell, and read.

19. Any one of these is acceptable: the children took a lunch box to school; they walked a half-hour to get to school; there were spelling bees at school.

20. Any combination of the following is acceptable: bacon, fried potatoes, buckwheat pancakes, maple syrup, preserves (jam), fresh bread, donuts, ham, potato cakes, baked beans, butternut squash, Johnny cake, pickled beets, fried apples and onions, apples, beechnuts, popcorn, and butter.

John	Emily
milk the cow	help cook the meals
feed the livestock	wash dishes
care for the animals	clean the kitchen
spread fresh hay	make butter
carry water	spin thread
	weave cloth
	sew clothing or quilts

21.
22. The main purpose of a pail is to carry water or other things.

23. The purpose of the hooks is to hold the pots over the fire.

24. Metal would be best for the hooks.

25. Paper wouldn't be strong enough and it would burn. Wood would also burn.

26. The main purpose of a yoke is to make it easier to carry heavy loads.

27. The yoke must be strong enough to hold heavy pails of water. If the building material was too heavy, it would mean that the user wouldn't be able to carry as much water.

28. The main purpose of a churn is to move the cream back and forth and change it into butter.
29. The churn must be strong enough not to break when the beater or plunger moves back and forth. It must be washable because all utensils used to make food must be kept clean.
30. Answers may vary. Any reasonable suggestion is acceptable. It could be shaken in a jar or other container with a lid. It could be beaten with an electric beater, a hand beater, or a wire whisk.

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Day 14

After the Chores

On Day 13 you learned a lot about the work that pioneer children did. Today you will find out how pioneer children had fun. You will also learn more about exclamation marks and how to use them in your writing.

Other activities include working with a time line and creating a cartoon. Does that sound like work or fun?



Getting Started

Read the following poem about a pioneer child.

ZZZZ!

Chores. Clean fresh hay. Ahhh!

Lunch box. Spelling bee. Oh no!

Dusty feet. Rolling barrel hoop. Yes!

Delicious. Fried apples and onions. Sizzle!

ZZZZ!



Read the poem aloud to your home instructor. Listen, feel, and imagine!

1. Which words help you imagine smells? _____
2. Which words help you imagine tastes? _____
3. Which words help you imagine sounds? _____
4. What does "ZZZZ!" suggest? _____
5. Is this poem written from the point of view of Emily or John? Explain how you know.

6. Why do you think the author of the poem uses exclamation marks at the end of each line?

7. Write a poem from your point of view. Use the following outline. Don't forget to add punctuation marks. Look back to the original poem if you need to.

ZZZZ!

Chores.

_____ three words to tell about one of your chores

_____ a word to tell how it smells or sounds

_____ three or four words to tell about your school

_____ a word to tell how you feel about school

_____ three or four words to tell what you do for fun

_____ a word to tell how you feel about it

_____ three or four words to tell about a favourite food

_____ a word to tell how it smells, tastes, or sounds

ZZZZ!

Turn to the Suggested Responses on pages 100 and 101, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

"A Pioneer Child's Day"



Take out *Carving New Frontiers*.

Turn to page 14.

Look through the pictures and photographs on pages 14 to 17. Think about the facts that you learned when you read this information.

Finish the following sentences to tell the main idea for each heading. Reread the information if you need to.



8. "Morning chores" tells about _____

9. "A hearty breakfast" tells about _____

10. "Time for school" tells about _____

11. "More chores" tells about _____

12. "Time for dinner" tells about _____

13. "Happy evenings by the fire" tells about _____

Turn to page 18. Read the information under the headings "A full, busy life" and "Using their imagination." Look for facts that tell you what pioneer children did for fun. Use captions, headings, and keywords to help you.

14. Write a list of things that pioneer children did for fun.



15. What do you like to do for fun? Make a list.

16. Do you like to do any of the things that pioneer children did? _____

Which ones? _____



Assist the student with locating the Suggested Responses and checking the completed work.

Do you remember how to use a Venn diagram to compare two things? You will compare your activities to those of a pioneer child.



Go to Assignment Booklet 8B. Do Assignment 6: A Venn Diagram.

Using Exclamation Marks

You probably know when to use periods and question marks in your writing. Do you understand when you should use exclamation marks?



17. What type of sentence needs a period?

an asking sentence a telling sentence an exclaiming sentence

18. What type of sentence needs a question mark?

a commanding sentence a telling sentence an asking sentence

You have been doing spelling dictation sentences for several months. Did you notice that two types of sentences may have **exclamation marks** at the end?

19. Which two types of sentences may have exclamation marks?

exclamation mark: a punctuation mark (!) used to end a sentence that shows surprise or strong feelings

Assist the student with locating the Suggested Responses and checking the completed work.

exclaim: to speak suddenly and with strong feeling, sometimes in a louder or higher voice than usual

Skim through "A Pioneer Child's Day" one more time. Look for three sentences that have exclamation marks at the end.

20. Write the three sentences you found.

Turn to the Suggested Responses on page 102 and ask your home instructor to help you check your work.

Exclamation marks are used at the end of sentences that show strong feelings such as surprise, fear, anger, or excitement. The sentences you wrote above are **exclaiming** sentences.



A commanding sentence usually ends with a period. Sometimes commands show strong feelings. When the command shows strong feelings, an exclamation mark may be used.



Adding exclamations and commands to your writing can help you show strong feelings.

Did you use exclamation marks when you wrote the poem earlier today? Tell your home instructor. Explain why or why not.

Phonics

Listen to the rhyme that your home instructor will read to you.

21. Another word for opposites is _____.

22. Write an **antonym** for each of the following words:

fast _____ **quiet** _____

high _____ **up** _____

hot _____ **inside** _____

full _____ **happy** _____



Go to your Phonics book for more practice with antonyms. Do page 189.

Look back to the poem that the student wrote earlier today. Discuss the punctuation that the student used.

Read the rhyme found in the Home Instructor's Guide. Follow the instructions to introduce antonyms.

antonym: a word that means the opposite of another word
Hot is an antonym of cold.

Spelling

23. Did you notice that your spelling words contain words that are synonyms and antonyms?

Write the synonyms.

money

town

Write the antonyms.

quiet

apart



Take out your Writing Dictionary. Write the spelling synonyms under the title Synonyms in your Writing Dictionary. Add more synonyms when you find some useful ones.

Turn to the Suggested Responses on pages 102 and 103, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Handwriting

It's time to practise your handwriting.



Take out a piece of interlined paper.

Look back at the poem that you wrote earlier today. Did you use descriptive words? Can you think of some synonyms you could use? Check for spelling errors and then write the poem in handwriting on your interlined paper. If you do not have interlined paper, remove a page from your interlined notebook.

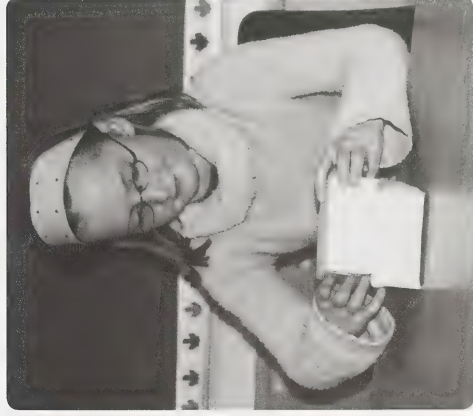
Look at your handwriting chart if you need to check the shape of the letters.



Put the poem in your Writing Folder.
You will send it to your teacher on
Day 18.



Go to Grade Three Mathematics.



Remind the student that poems should include vivid sensory images. Encourage the student to choose descriptive words. This may be a good chance to discuss how synonyms could be used to replace overused words.

The student will pantomime the things that pioneer children did for fun. Try to guess what activity the student is pantomiming.



Have some fun with pantomime today.

Look back to the list of things that pioneer children did for fun. Act out each activity, one at a time. Ask your home instructor or someone else to guess what you are doing. Then act out your favourite outdoor activities. Have fun!

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Footsteps Learning Log

You have learned many things about pioneers and their lives.



Take out your Footsteps Learning Log.

On a new page, write Pioneer Life at the top of the page.

Today you are going to draw a cartoon to show some facts you learned about pioneer children. Think about the children that you met in your reading activities.

Draw two pioneer children doing one of their activities. Make a speech balloon for each child. In the speech balloon, the child can tell about the activity that he or she is doing. Use words that help the reader understand how the child feels about the activity.



Put your Footsteps Learning Log back in your Writing Folder when you are done.

Footsteps in the New World

You have learned many things about the lives of people who came to the New World. When you are learning about the past, sometimes it is hard to keep track of the order of events. Time lines can help you see the order. Time lines show a clear picture of the past.

You will work with a time line in your Assignment Booklet.



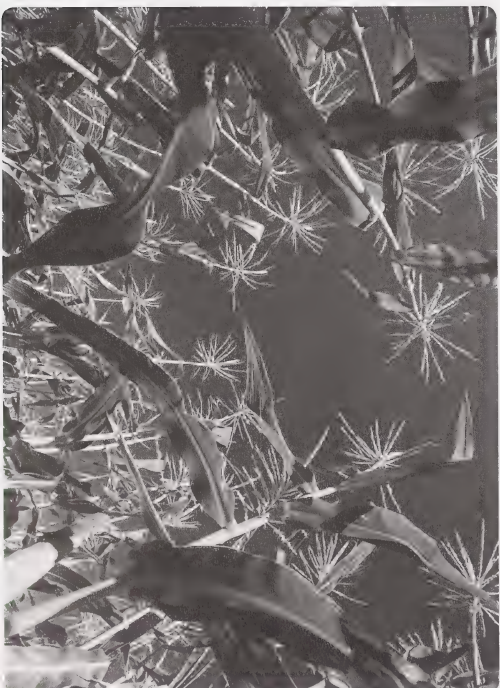
Go to Assignment Booklet 8B. Do Assignment 7: A Time Line.

Corn Plants

Measure your corn plant today. Mark its height on your graph.

Story Time

Find a comfortable spot. Listen to the story that your home instructor reads.



Looking Back

Is your life quite different from the life of the pioneer children? Why do you think things have changed so much?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

antonym: a word that means the opposite of another word
Hot is an antonym of cold.

exclaim: to speak suddenly and with strong feeling, sometimes in a louder or higher voice than usual

exclamation mark: a punctuation mark (!) used to end a sentence that shows surprise or strong feelings

Suggested Responses

1. These words help you imagine smells: fresh hay, ahhh; fried apples and onions.
2. These words help you imagine tastes: delicious, fried apples and onions.
3. These words help you imagine sounds: ZZZZ, sizzle.
4. "ZZZZ!" suggests that someone is sleeping or snoring.
5. The poem is written from John's point of view. You should have known this because John didn't like spelling bees but loved fried apples and onions.
6. Exclamation marks are used to show excitement, annoyance, happiness, or any strong feelings.

7. You should have followed the pattern to create your own personal version of the introductory poem. Check to see that you have followed the guidelines written below each line. Did you choose descriptive words?
8. "Morning chores" tells about the chores that are done in the morning.
9. "A hearty breakfast" tells about a pioneer breakfast.
10. "Time for school" tells about a pioneer school.
11. "More chores" tells about chores that are done in the afternoon and evening.
12. "Time for dinner" tells about a pioneer dinner.
13. "Happy evenings by the fire" tells about the things a pioneer family does in the evening.
14. Your list may include the following: played with homemade toys, played with simple games, played outdoors, rolled barrel hoops with a stick, pretended a fence was a horse, pretended to drive a wagon, made seesaws from a board, and made imaginary houses and forts.
15. Answers will vary. You should have listed several recreational activities that you enjoy.
16. You should have compared the pioneer child's list to your own and written the common activities.

17. A telling sentence needs a period.

18. An asking sentence needs a question mark.

19. Exclaiming sentences and commanding sentences may have exclamation marks.

20. You should have listed the following three sentences:

- It's five o'clock already!
- John was happy when the day was over because he hated to see Emily gloat!
- Their hard work had made them too hungry to talk!

21. Another word for opposite is antonyms.

22. Answers may vary. Any one of the following antonyms or any other applicable antonym is acceptable.

fast: slow	quiet: loud
high: low	up: down
hot: cold	inside: outside
full: empty	happy: sad, unhappy

Phonics

Page 189

1. strong — dark hot — cold many — few light — weak	2. light — tight loose — warm cool — heavy fat — thin	3. large — fearful sharp — dull sick — healthy fearless — small
4. asleep — fast slow — awake friend — enemy full — empty	5. swiftly — quiet noisy — slowly difficult — go come — easy	6. hard — under young — soft above — old over — below

- 7. Danny and Fran **climbed** a hill.
- 8. It was **difficult** to go up the steep hill.
- 9. Along the path, they saw many **sharp** rocks.
- 10. When they reached the top, they were **happy**.

23. synonyms

money cash
town village

antonyms

quiet noisy
apart together

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Would you like to learn more about how communities were created? In many small communities, the local store was an important gathering place. After you read a poem about a general store, you will think about how towns were formed and grew over the years.

You will also have a chance to choose a topic and write a story today.



Getting Started

Over the years, more and more settlers came to western Canada. When several pioneers settled near each other, new communities were born. Often, the first business to be started in a community was a general store.

You know that pioneers made or grew most of the things that they needed. What goods would they need to buy in a store? Tell your home instructor what you think.



The student will make suggestions about the goods that pioneers would need to buy. Discuss the student's ideas and correct any misconceptions that he or she may have.

Pretend you are a pioneer. You need to travel to the nearest store for supplies.

1. Make a shopping list of four things that you need.

“General Store”



Take out *Carving New Frontiers*.

Look on the Contents page for a poem titled "General Store."

2. The author of this poem is _____.

Turn to page 28.

Look at the illustration of the store.

3. The picture shows

a modern store a store from the future a store from the past

4. What type of store is a general store?

a store that has only food a store that has many kinds of goods

a store that has only clothing

Read the poem silently. Make a list of words that you haven't seen before.

5. _____

The poem uses some old-fashioned words. Sometimes you can figure out what a word means by the way it is used in the story.

Read the following phrase. It comes from the poem.

"Sarsaparilla for picnic lunches"

6. Sarsaparilla is probably

something you ride in something you wear

something you eat or drink

If you guessed that sarsaparilla is something to eat or drink, you are right. Sarsaparilla was a flavour of soft drink, similar to root beer you can buy today.

Now read another phrase from the poem:

"bolts of calico"

When you first read this phrase, did you think of metal bolts that are used to fasten things together?

7. Calico is **something you eat** **a type of cloth** **a type of nails.**

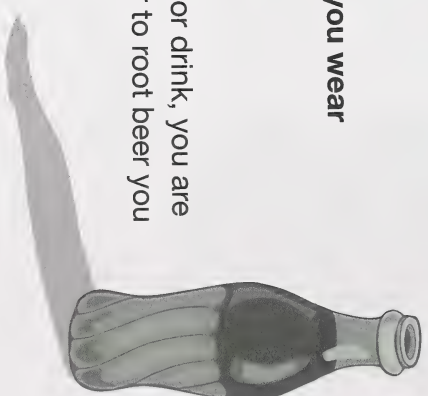
If you knew that calico is a type of cloth, you probably guessed that the author wasn't talking about metal bolts.

Cloth is sold to stores in large quantities. It is folded and wrapped around a piece of cardboard. This is called a bolt of fabric. People unwrap the cloth and buy the amount that they want.

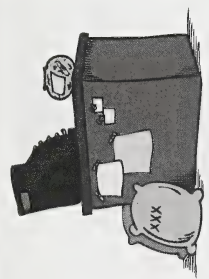
bolt: a roll of cloth

calico: a coarse cotton cloth with a bright print pattern

sarsaparilla: a kind of soda pop similar to root beer; a fizzy drink flavoured with sarsaparilla roots
The sarsaparilla is a plant with a pleasant tasting and smelling root and heart-shaped leaves.



Explain the meaning of words and phrases that are not in the student's dictionary.



Which other words or phrases were new to you? Use the dictionary to find the meaning of the other words on your list. Ask your home instructor to help you if the word is not in the dictionary.

Read the poem one more time. Answer the following questions.

8. The narrator of the poem wants to own a _____.

9. Name some of the goods that will be in the store.

10. What is one job the narrator would like to do in the store?

Turn to the Suggested Responses on pages 120 and 121, and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

Spelling

On Day 13 you read about pioneer children. You learned that a spelling bee is a school activity.

Do you know what happens when there is a spelling bee at school? Ask your home instructor to tell you about it.

Have a spelling bee with your own spelling words. Your home instructor will say the words. Say the letters aloud to spell the word. Compete against another student or adult in your home.



Explain a spelling bee and describe how it is conducted. See the Home Instructor's Guide for more information if you are unfamiliar with spelling bees.

Say each of the spelling words for this module aloud and ask the student to spell it orally. If there is another student or adult available, allow him or her to participate in a spelling bee.

Phonics

You have been learning about antonyms and synonyms over the last few days.

11. Antonyms are words that

have opposite meanings **have the same meaning**

sound the same

12. Synonyms are words that

have opposite meanings **have the same meaning**

sound the same

Antonyms can be adjectives, like tall and short.

Antonyms can be verbs, like climb and descend.

Antonyms can be nouns, like winter and summer.

Fill in the missing words. Write an antonym for each word in bold print.

13. John was **cold** until he sat by a _____ fire.

14. Emily was **asleep**, but John was _____.

15. Pettranella was **young** and her great-grandmother was _____.

16. The pioneers carried **few** goods, but the general store had
_____ goods.

17. In the store the vanilla was on the **highest** shelf and the boots were on the
_____ shelf.

18. When the storekeeper weighed the goods, she found that the nails were
heavy, but the lettuce was _____.



descend



Go to your Phonics book for more practice with antonyms. Do page 190.

Assist the student with locating the Suggested Responses and checking the completed work.

Turn to the Suggested Responses on pages 121 and 122, and ask your home instructor to help you check your work.



Go to Grade Three Mathematics.



Have some more fun with pantomime today.

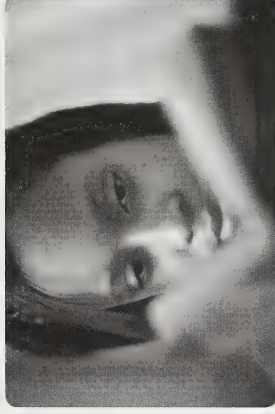


The student will pantomime jobs that the storekeeper would do in the store. Try to guess what job the student is pantomiming.

Look back to the poem "General Store." Read the last verse and act out each of the jobs, one at a time. Ask your home instructor or someone else to guess what you are doing. Think about the other jobs that a storekeeper would need to do. Pantomime those jobs too. How many can your home instructor guess?

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



New Settlements

Pioneers usually hoped to homestead in areas where there was water, grass for the livestock, and fertile land. Several pioneers would often settle in the same area. Then they could help each other with big jobs, such as building barns or homes.

Before long, small businesses and stores were established near areas where there were many farms. Businesses, such as general stores, provided goods to the settlers. Blacksmith shops made horseshoes and other metal objects for the farmers. These new businesses were very useful to the pioneers.



blacksmith

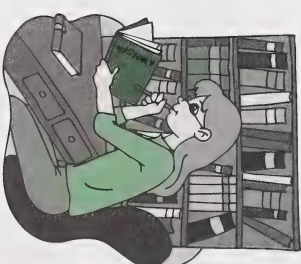
As the community grew, schools, churches and other places of worship, and more businesses were built. These services attracted more and more settlers. Before long, a new town or village was formed.

In Module 1A you found out how your community began. You have also learned that some communities grew up around trading posts. Many communities formed around the farms of settlers. Other communities were started to collect resources, such as oil, minerals, or wood.

Write a Story About the Past

You have read many stories about the past. Now it's your turn to write a fiction story. Stories about the past often use a fictional character to describe what life was like long ago. Pettranella and Two-Feather are fictional characters.

Sometimes an author describes what the life of a real person may have been like. The story "More Than Anything Else" told about an experience that Booker Washington may have had.



historical fiction: a story

based on known facts about a certain period of time, but the characters or events may be fictional

This type of fiction is called **historical fiction**.



Take out *Carving New Frontiers*.

Turn to page 30. At the top of the page, a student writer pretends to be a pioneer. He writes a letter to his grandmother from the point of view of a pioneer child.

Read the letter that Mickey Mitchell wrote.

Now it's your turn to write some historical fiction. Choose one of the following ideas.

Pretend that you are a fur trader.
Write a letter to a friend in France
to tell about your experiences.

Imagine that you are a Cree
hunter who travels across the
plains. Make up a story about
a day in your life.

Make up a fictional pioneer
character. Tell about some interesting
events in the life of this character.

When you are writing historical fiction, it is important to try to keep in mind what life was like at that time. Use what you have learned about life in the past to make the story as realistic as possible.

If necessary, review some of the planning methods that have been discussed this year. The student may choose to create a web, use headings, make an outline, or draw a story map. Remind the student to plan the names of the characters and some main events. He or she may wish to jot down some describing words for the setting, characters, and events.

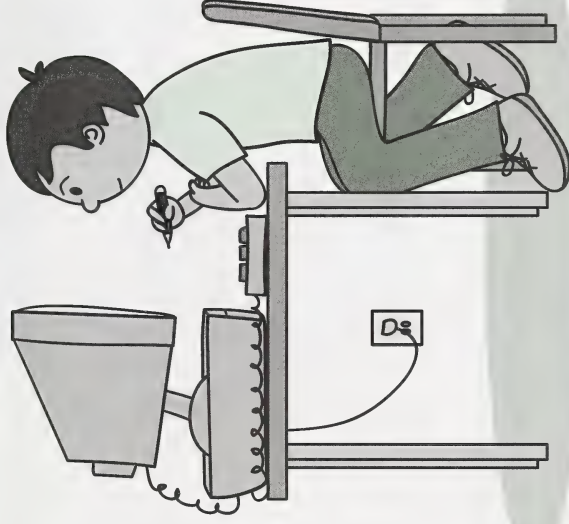
Use the space below to plan your story. Use your favourite method to plan.



Take out some lined paper.

Write your story on lined paper.

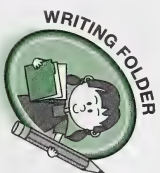
- Remember to use descriptive words. Words that explain how things smell, taste, look, feel, and sound can make the image clear to the reader. You may also use comparisons or sound effects to create a more interesting story.
- Try to use sentences of different types and lengths. Include telling sentences, asking sentences, and exclaiming sentences. Write some long sentences and some short sentences.
- Try to include at least one problem situation and explain how the problem is solved. Humour can also help keep the reader interested.



The student may choose to write the story using a word-processing program on the computer.



You may write your story on a computer instead. Use a word-processing program. Be sure to save your work.



Put the rough draft of your story in your Writing Folder.

You will edit your story on Day 16.

Story Time

Find a comfortable spot. Listen to the story that your home instructor reads. Are you listening to historical fiction?



Looking Back

Are you pleased with the historical fiction story that you wrote today? Did you make the story interesting or exciting? What part of your writing has improved the most? What do you still need to work on?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

bolt: a roll of cloth

calico: a coarse cotton cloth with a bright print pattern

historical fiction: a story based on known facts about a certain period of time, but the characters or events may be fictional

sarsaparilla: a kind of soda pop similar to root beer; a fizzy drink flavoured with sarsaparilla roots

The sarsaparilla is a plant with a pleasant tasting and smelling root and heart-shaped leaves.

Suggested Responses

1. Your list should include goods that would be difficult to grow or make on the Canadian prairies. The list may include foods such as oranges, lemons, sugar, coffee, tea, baking soda, and vanilla. Manufactured objects were often purchased as well. Such things as cloth, shoes or boots, dishes, pots and pans, shovels and hoes, nails and bolts, and lanterns could be bought at the general store.
2. The author of the poem is Rachel Field.
3. The picture shows a store from the past.
4. A general store is a store that has many kinds of goods.

5. Your list will depend upon which words were unfamiliar to you. Words such as bolts, calico, crockery, and sarsaparilla may be unfamiliar. Were there other words you've never seen before?
6. Sarsaparilla is probably something you eat or drink.
7. Calico is a type of cloth.
8. The narrator of the poem wants to own a general store.
9. Any of the following goods may be listed: bolts of calico, balls of string, peppermints, tea, pots, kettles, crockery, seeds, scissors, sugar, sarsaparilla, bananas, or rubber boots.
10. The narrator would like to do any one of the following jobs in the store: fix the window, dust the shelves, take the money in, or greet customers.
11. Antonyms are words that have opposite meanings.
12. Synonyms are words that have the same meaning.
13. John was cold until he sat by a hot (or warm) fire.
14. Emily was asleep, but John was awake.
15. Pettranella was young and her grandmother was old (or elderly).
16. The pioneers carried few goods, but the general store had many goods.

17. In the store the vanilla was on the highest shelf and the boots were on the lowest shelf.

18. When the storekeeper weighed the goods, she found that the nails were heavy, but the lettuce was light.

Phonics

Page 190

- | | | | | |
|------------|-----------|-------------|-----------|-------------|
| 1. loose | 2. enemy | 3. separate | 4. simple | 5. over |
| 6. outside | 7. clear | 8. wide | 9. tall | 10. healthy |
| 11. above | 12. sharp | | | |

What are antonyms? opposites

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Day 16

Moving to Safety

You have learned how some people came to live in the New World. The majority of the people who first settled in Canada came from Europe, but there were small numbers of pioneers from other parts of the world, such as the Middle East, Asia, and the United States.

Today you will read about people who have come to Canada to escape danger. Do you know anyone who moved to Canada to get away from danger or trouble? You will read a story about a young girl who moved to Canada with her mother and younger brothers. More map work is also included in today's activities.



refuge: protection or shelter from danger or trouble
Grandma was my refuge when other kids teased me.

Discuss the meaning of *refugee* with your student. Discuss some of the situations that refugees move away from. Explain that people may move to get away from war, persecution, or natural disasters.

Getting Started

People who move to a new country to get away from danger are called refugees. Refugee comes from the root word **refuge**. What does the word refugee mean?

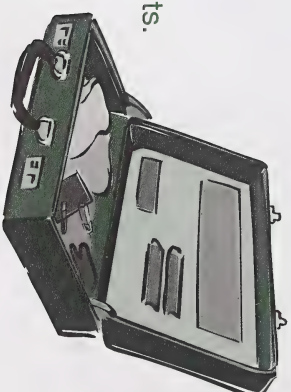
1. Take out your dictionary. Find refugee in the dictionary. Write the meaning on the lines.

Talk about the meaning with your home instructor.

Read the following poem:

Refugees

From South America, Europe, Africa, and Asia,
Running from their homelands.
Suitcases filled with songs, languages, stories, talents.
Finding safety in the new land.



2. The poem tells about _____.

3. Where do the refugees come from? Write the names of the four continents in your best handwriting.

4. Do refugees really have songs, languages, stories, and talents in their suitcases?

yes no

5. What does the author of the poem mean?

- ☐ Refugees bring their stories, songs, and languages when they come.
- ☐ Refugees have a suitcase full of musical instruments.
- ☐ Refugees are all good singers.
- ☐ Refugees bring a suitcase full of books.

Imagine being someone who has just arrived as a refugee to a new land. What stories would you tell your new neighbours? What songs would you share with them? What talents would you show them? Tell your home instructor.

Turn to the Suggested Responses on pages 137 and 138, and ask your home instructor to help you check your work.



The student will answer the questions orally. Help the student realize that he or she would have many things to share in a new land.

Assist the student with locating the Suggested Responses and checking the completed work.

“Marisol and the Yellow Messenger”



Take out *Carving New Frontiers*.

Turn to the Contents page. Find “Marisol and the Yellow Messenger.”

6. This selection is

a poem a photo essay a picture book story

7. It begins on page _____.

Turn to that page.

Look at the illustrations in the story.

8. The setting of this story is

in the past in the future in the present

9. How do you know?



Read pages 58 and 59. Find out more about the setting of the story. Find out about the main character too.

There may be several new words in this story. Jot them down on a piece of paper as you read. After reading the story, look for the meanings in a dictionary or discuss the words with your home instructor.



The student may encounter unfamiliar words in this story. Encourage the student to jot down any unknown words. Discuss these words with the student or ask the student to look them up in the dictionary.

10. The main character of this story is _____.

11. Why did Marisol and her family come to Canada?

The beginning of the story tells about two settings. It tells about the country her family left and the country her family came to—Canada.

12. Look at the illustrations on pages 58 and 59. Do the pictures show her homeland or Canada?

13. How does the author describe her homeland? Write notes in the oval.

Marisol's Homeland

14. How does the author describe Canada?

Canada

Read pages 60 and 61. Find out about Marisol's problem.

15. Why isn't Marisol happy in Canada?

- ☐ It is too cold.
- ☐ She doesn't like to speak English.
- ☐ She misses her grandparents and her dad.
- ☐ She doesn't like her new school.

On Day 17 you will finish reading the story and find out how Marisol's problem is solved.

Turn to the Suggested Responses on pages 138 to 140, and ask your home instructor to help you check your work.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on your Day 11 spelling activity.

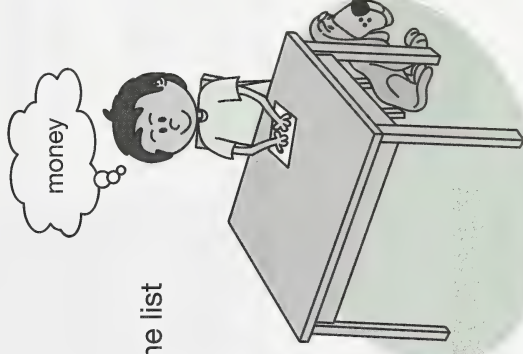
Use the look, cover, spell, check method to practise the spelling words. Practise the challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



Assist the student with locating the Suggested Responses and checking the completed work.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Central America and South America

Earlier today you read a story about a young refugee girl who moved to Canada. Marisol and her family came to Canada to get away from problems in her country.



Take out *Carving New Frontiers*.

Turn to page 65 in your book. Read the information about the author of “Marisol and the Yellow Messenger.”

Emilie Smith-Ayala doesn’t tell you the name of Marisol’s country. Perhaps Marisol lived in Guatemala or Argentina, since those are the countries that the author and her husband are from.



Argentina

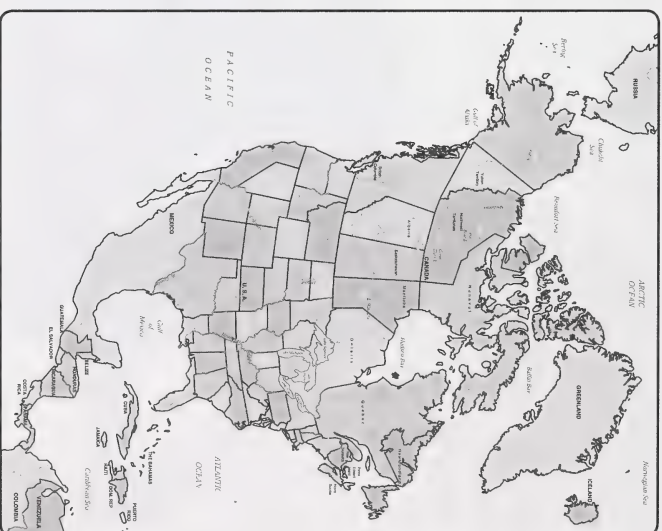
Take out your atlas. Find a map of the world that shows the continents. Look for the continent of South America.

16. South America is

east of Africa west of Africa south of Africa

If you have a globe, you may want to locate Central America and South America on the globe first.

Look at the narrow strip of land that joins North America and South America. This narrow strip of land is called Central America. It is part of the North American continent. Find a map of North America.



17. Write the names of the Central American countries.

Now look at a map of South America. Find Argentina.

18. Argentina is on the

western coast of South America northern coast of South America

southeastern coast of South America

Find a map of the world that shows the countries. Look for the scale that shows the distance.

How far would Emilie Smith-Ayala have travelled if she went from the northern part of Argentina to Vancouver in Canada?

19. She went about _____ kilometres.

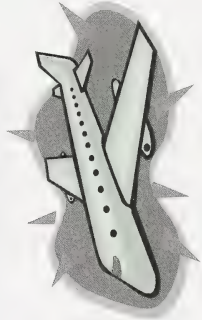
How far would her husband have travelled if he went from the northern part of Guatemala to Vancouver in Canada?

20. He went about _____ kilometres.

21. How do you think they travelled to Canada?

by car by airplane by oxen and wagon

Turn to the Suggested Responses on page 140 and ask your home instructor to help you check your work.



If the student is using the *Beginner's Classroom Atlas*, the scale is approximately 1000 km to 1 cm. Review how to use the scale to determine distance. If you have the *Beginner's Classroom Atlas*, use page 42 to review this information.

Assist the student with locating the Suggested Responses and checking the completed work.

Edit Your Story



Take out the rough draft of the story that you wrote on Day 15.

Today you will edit your story. Read your story carefully. Does the story make sense? Are the events in the right order?

Spend some time improving your story by taking the following steps:

- Check your problem and solution. Does the problem make the story interesting for the reader? Does the solution make sense?
- Add details and use humorous events or ideas.
- Add some vivid images, comparisons, or sound effects.
- Make some of the sentences exclaiming sentences or asking sentences.
- Make some of the sentences longer by combining them using words such as and, so, or but.

Use a different colour pen or pencil crayon to make changes if you like.

Read the story one more time. Fix any spelling mistakes you made. Check to be sure you have a punctuation mark at the end of each sentence.

If the student wrote the story on the computer, the editing may be done using a printed copy of the rough draft or it may be done directly on the computer.



Place your story in your Writing Folder. You will rewrite the story on Day 17.

Corn Plants

Measure your corn plant today. Mark its height on your graph.

My corn plant is _____ centimetres tall now.

If your corn plants are doing well and the weather outside is warm enough, plant them in your garden. If you don't have a garden, you could put the plants in flower pots. Put one plant in each pot. Place the pots in a warm place. Remember, they need to be close to other corn plants in order to produce ears of corn.



Story Time

Find a comfortable spot. Listen to the story that your home instructor reads.

Looking Back

Do you know anyone who came to Canada as a refugee? Where did that person come from? Why did he or she come to Canada?



Journal Entry

Glossary

refuge: protection or shelter from danger or trouble

Grandma was my refuge when other kids teased me.

refugee: a person who leaves his or her home usually in another country, in order to find refuge or safety from war, being treated with cruelty, or disaster
Canada has received and helped refugees from many countries.

Suggested Responses

1. A refugee is a person who leaves his or her home, usually in another country, to find safety from war, being treated with cruelty, or disaster.
2. The poem tells about refugees leaving their homes.

3.

South America, Europe,

Africa, Asia

The names of the continents should be written in handwriting. Check for correct letter formation, slant, and orientation. Use your handwriting chart to help you.

4. no

5. What does the author of the poem mean?

- ☒ Refugees bring their stories, songs, and languages when they come.
- ☐ Refugees have a suitcase full of musical instruments.
- ☐ Refugees are all good singers.
- ☐ Refugees bring a suitcase full of books.

6. This selection is a picture book story.

7. It begins on page 58.

8. The setting of this story is in the present.

9. Answers may vary. Acceptable answers may include the following:

- There are cars on the streets.
- People are dressed in modern clothing.
- There are modern buildings in the pictures.
- The picture of the apartment shows a modern kitchen and electric lights.

10. The main character of this story is Marisol.

11. Her father was killed and her family had to move to Canada to be safe.

12. The illustrations on pages 58 and 59 show Marisol's homeland.

13. Answers may include any of the following points:

- It is beautiful.
- Her grandma and grandpa live in a house.
- She can rock with her grandpa in a hammock.
- Her grandmother makes tortillas.
- It is warm outdoors.
- Pigs and chickens live near her home.
- She dresses in bright shirts and skirts and goes barefoot.
- The family uses large pottery jugs.

14. Answers may include any of the following points:

- People speak English.
- They live in a two-storey house on a busy street.
- There is a laundromat on one side of their house and a grocery store on the other side.
- It is cold outside and it gets dark early.
- There is snow.
- The snow is dirty from the cars and trucks.

15. Why isn't Marisol happy in Canada?

- ☐ It is too cold.
☐ She doesn't like to speak English.
☒ She misses her grandparents and her dad.
☐ She doesn't like her new school.

16. South America is west of Africa.

17. Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica, Panama

18. Argentina is on the southeastern coast of South America.

19. She went about 10 000 kilometres.

20. He went about 4500 kilometres.

21. They probably travelled by airplane.

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Imagine that you had to move away from your home to a new and strange country. You don't know how to speak the language in the new country. Your friends and relatives are far, far away. How would you feel? Would you be afraid?

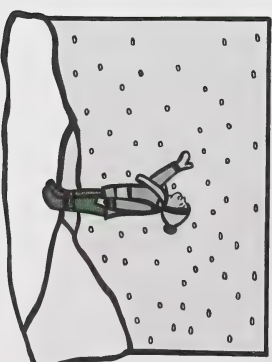
Find out how Marisol overcomes her fear in today's story. Find out more about South America and Central America too!



Getting Started

Little golden girl,
Safe in a frozen white land,
Learn a new language, make new friends,
Don't be afraid, little one!

Little golden messenger,
Safe from the frosty white storm,
Sing a new song, make new friends,
Don't be afraid, little one!



1. Who is the "little golden girl"?

2. In Spanish, her name means _____ and

3. When she was born, she was _____ like the
morning sun.

4. What new language does Marisol have to learn?

5. What language did she speak in her homeland?

If the student does not recall this information, suggest that page 58 in *Carving New Frontiers* be reread.

6. Why do you think Marisol is afraid?

Are you ready to read about the "little golden messenger"?

Turn to the Suggested Responses on page 160 and 161, and ask your home instructor to help you check your work.

"Marisol and the Yellow Messenger"



Take out *Carving New Frontiers*.

Find "Marisol and the Yellow Messenger."

Look at the illustrations in the story. Tell your home instructor what has happened in the story so far.

In the first part of the story, Marisol has a dream.

7. What happens in the dream?

Assist the student with locating the Suggested Responses and checking the completed work.

Your student will tell you the main events in the first part of the story.

Turn to page 62. Read the page.

8. The dream makes Marisol feel

sad and lonely cold and afraid



safe and protected

9. During the night

there is a big rainstorm there is a big snowstorm

Marisol has a nightmare

Read page 63.

10. What surprising thing happens after the children play in the snow?

Finish reading the story.

11. Who is the "little golden messenger"?

a little yellow bird the golden sun Marisol

12. What does the bird's song seem to be saying to Marisol?



13. Marisol thinks that the bird is a messenger from

the great-grandmothers her mother her father

Different Points of View

In the story the author does not tell you why the yellow bird came into Marisol's home. The author lets you make your own decision about it. You have to infer the reason.

Read the thoughts of the characters:

I think it is Mrs. Green's pet goldfinch. It must have flown out of her window.



Marisol's mother

It's my father telling me not to be afraid!



Marisol

It's Woodstock from the Peanuts comic strip!



Marisol's brother

14. What do you think? Which character is right? _____

Turn to the Suggested Responses on page 161 and ask your home instructor to help you check your work.

Assist the student with locating the Suggested Responses and checking the completed work.

The author told us about Marisol's dream. In the dream, Marisol's great-great-grandmothers told her to look for her father everywhere. When Marisol stopped at the door to her house to look for signs of her father, the bird appeared. The author leads you to think that the bird may be a messenger from Marisol's father.

Cause and Effect

Authors try to make the actions of characters realistic. When the characters act in a reasonable and realistic way, the reader can **infer** what the character is thinking and feeling.

Why did the characters in "Marisol and the Yellow Messenger" act the way they did? The author gives you clues in the descriptions.

The reader knows that Marisol is homesick for her old home because she sighed and daydreamed about her grandparents. Even though the author did not say that she was lonely, you know it.

You will complete a table about actions and reasons in your Assignment Booklet.



Go to Assignment Booklet 8B. Do Assignment 8: Cause and Effect.



Discuss the meaning of *infer*. Explain that when a reader infers information, he or she forms an opinion by drawing logical conclusions.

infer: form an opinion by noticing something and drawing a logical conclusion
For example, seeing a wedding band on someone's finger would lead one to infer the person is married.

Spelling

Today you will review the spelling words for the last time. On Day 18 you will write your final spelling test.

Look back to the list on Day 11. Practise your spelling words and challenge words. Choose **one** of the following activities:

- Write the words in alphabetical order in handwriting.
- Find each word in the dictionary, write the word, and write one meaning for the word.
- Spell each word using magnetic letters, alphabet pasta, alphabet cereal, or letter tiles from a Scrabble game. Show your home instructor each word.
- Spell each word with paint. Use watercolours, poster paint, or fingerpaint.



Rewrite and Proofread Your Story



Take out the rough draft of the story that you wrote on Day 15.

You will also need some lined paper or a computer with a word-processing program.

Rewrite your story using your best printing or handwriting. When you are done, proofread it to make sure there are no mistakes. If you used the computer to work on your story on Days 16 and 17, print the story now. Proofread it for typing errors.



Put your story in your Writing Folder. You will send it to your teacher on Day 18.



Go to Grade Three Mathematics.



It is time for more pantomime activities!

In today's story Marisol and her brothers have fun in the snow. What do they do in the snow? What activities do you like to do after a big snowstorm? Brainstorm a list with your home instructor. Your home instructor will write the ideas on some slips of paper.



The student will think of activities that can be done after a big snowstorm. Write each activity on a slip of paper.

Turn the slips of paper over and mix them up. You and your home instructor or another student can take turns picking a slip of paper. Act out the activity written on the paper. Let your partner guess what you are doing.

Silent Reading

Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Central and South America

You learned several things about Central and South America when you read the story "Marisol and the Yellow Messenger."

15. What language does Marisol speak in her homeland?

16. What traditional food does her grandmother make?

17. What is one traditional craft? **Hint:** Think about what the great-great-grandmothers are doing.



tortilla: a thin, round, flat kind of bread made from cornmeal or flour and fried

Central America and South America were first inhabited by indigenous people, such as the Mayans, Aztecs, and Incans. Spanish explorers also settled in Central and South America, so Spanish and many indigenous languages are spoken in these areas.

Some parts of Central America and South America are covered in tropical jungles. Animals, such as jaguars and parrots, make their homes in the jungles. Other parts of Central and South America are covered in mountains or deserts.



In recent times, some countries in Central and South America have had problems. Both Guatemala and Argentina had **civil wars**. That means that the people within the country were fighting with each other. Sometimes people disagree about how the country should be governed. Sometimes the people in a country try to get rid of a cruel or unjust government.

In the story we learn that Marisol's father was killed and that the family had to leave the country. Marisol's father may have been fighting in a civil war. Marisol's family may have had to leave because they were also in danger. They sought refuge in Canada to get away from the fighting.

civil war: war between the citizens or people within a country

The idea of persecution and civil wars may be difficult for the student to understand. Address misconceptions that the student may have.

Refugees leave their countries for many reasons. Sometimes there are wars between two countries. People's homes and workplaces may be destroyed. When this happens, some people choose to make a new start in another country.

You've read about various African countries, like Egypt, Ghana, and Senegal. As you've learned about the African continent, you've come to understand that some areas have very bad droughts. Some people move to a new country when a natural disaster, such as a drought, flood, or hurricane, destroys their homes and businesses.

Footsteps Learning Log

You have learned why some people leave the country they were born in and move to a new country.



Take out your Footsteps Learning Log.

On a new page, write Refugees at the top of the page.

Tell why some refugees leave their countries. Write a sentence to tell why you think they would want to come to Canada. Write another sentence to tell how Canadians could make them feel welcome and comfortable in Canada.

Draw an illustration of a refugee arriving in Canada. Show his or her thoughts about Canada in a thought balloon.



Put your Footsteps Learning Log back in your Writing Folder when you are done. You will send the Footsteps Learning Log to your teacher on Day 18.



Learn some Spanish words. Try searching the Internet for free Spanish language lessons.



Building with Bricks

In the dry parts of North, Central, and South America, **adobe** bricks are used to build homes and other structures. Adobe bricks are made by shaping clay and straw into rectangular shapes. The bricks are then dried in the sun until they are hard. Then the bricks are stacked and covered with a smooth layer of adobe clay.



Adobe homes often have flat roofs since it does not rain or snow much in desert areas. The main purpose of the roof is to provide shade.

adobe: 1 brick made from earth and straw and dried by the sun 2 a building made of adobe bricks

Maya: one of an ancient people who lived in Central America and Mexico. The Mayans had a high degree of civilization from AD 350 to about AD 800, long before the Spanish came.

Ancient **Maya** built structures from bricks made of stone. They used sharp tools to cut soft stone into rectangular blocks. The Mayan structures have lasted thousands of years because the Maya chose such a strong material for their bricks.



Structures were made from adobe or stone because these materials were found close by and were inexpensive.

You can build a model of an adobe home or a Mayan structure. Follow the directions in the next activity.

Build a Brick Structure

Have you ever seen a brick building or someone building with bricks? How were the bricks joined? What tools did the bricklayers use? Have you used Lego blocks or other brick-shaped building blocks? How were they joined? Tell your home instructor what you know about building with bricks.

If bricks are placed carefully, it is possible to make structures without using a joining material between the bricks. The pyramids of Egypt and the Mayan structures did not use a joining material.

Now it's your turn to build. First you need to make many bricks. Use modelling clay to shape many small rectangular bricks. Make the bricks about the size of Lego blocks. You may find that you need to make more bricks when you start to build.

You can choose to make a Mayan temple or an adobe home. If you choose to make an adobe home, you will need to find a piece of cardboard for the roof. Use the pictures on the previous pages to help you. Build your structure by carefully placing the bricks on top of one another.

Plan your structure first.



Discuss the questions in the first paragraph with the student.

Alternatively, the student could use Lego, wooden blocks, or other commercial building toys.

Task

18. I will build a model _____.

Materials

19. Tell which materials you plan to use.

Diagram

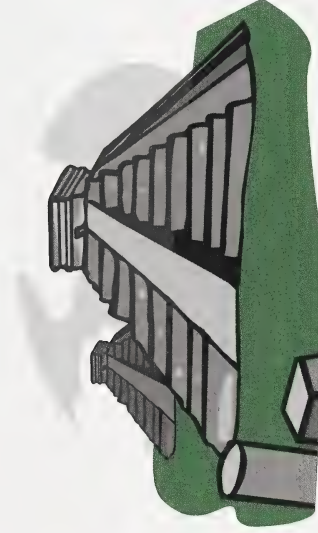
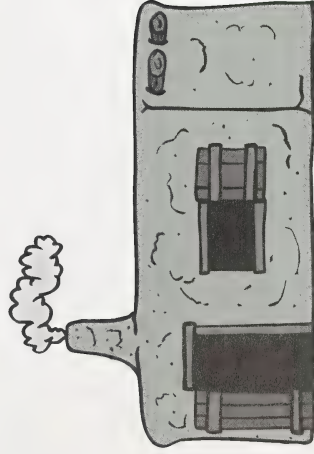
20. Draw a diagram of the structure you intend to build and neatly label it to show your design.



Procedure

21. Explain how you will build the structure.

Use your plan to build the adobe home or Mayan temple.



Evaluation

Tell what happened when you built your structure.

22. What worked well?

23. What didn't work?

24. Next time I will

Assist the student with locating the Suggested Responses and checking the completed work.

Story Time

Find a comfortable spot. Listen to the story that your home instructor reads.



Looking Back

Did you learn anything new today?
What would you like to learn more about?

Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

adobe: 1 brick made from earth and straw and dried in the sun 2 a building made of adobe bricks

civil war: war between the citizens or people within a country

infer: form an opinion by noticing something and drawing a logical conclusion
For example, seeing a wedding band on someone's finger would lead one to infer the person is married.

Maya: one of an ancient people who lived in Central America and Mexico
The Mayans had a high degree of civilization from AD 350 to about AD 800, long before the Spanish came.

tortilla: a thin, round, flat kind of bread made from cornmeal or flour and fried

Suggested Responses

1. Marisol
2. In Spanish, her name means ocean and sun.
3. When she was born, she was happy and warm like the morning sun.
4. English
5. Spanish

6. Answers may include the following:
- She misses her father.
 - She is worried that it isn't safe in Canada either.
 - She is far away from her grandparents.
 - Everything is strange.
7. The great-great-grandmothers tell Marisol that her father is with them and that he is with her. They also say she can look for him in the stars, the wind, and everywhere.
8. The dream makes Marisol feel safe and protected.
9. During the night there is a big snowstorm.
10. A yellow bird flies into their home.
11. a little yellow bird
12. "Don't be afraid, my little one."
13. Marisol thinks that the bird is a messenger from her father.
14. You are expressing an opinion. Any character is acceptable.
15. Spanish
16. tortillas

17. weaving

18. You should have indicated which model you will be building: an adobe home or a Mayan temple.

19. The materials that will be used should be listed.

20. The diagram should show how you planned to build the model. The diagram should be neatly labelled.

21. You should have explained how you planned to construct the model.

22. You should have written at least one sentence that tells what worked well as the model was built.

23. You should have written at least one sentence that tells about problems that were encountered.

24. You should have written at least one sentence that tells how the process or materials could be improved.

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Day 18

Following the Footsteps

You have followed the footsteps of several people who came to live in the New World. You have met people from many cultures. Who was your favourite character? What facts do you remember?

Another module is nearly done! Today you will look back at the projects that you have done. You will choose some projects to share. Are you ready to do some sharing?



Getting Started

Read the following poem:

Footsteps in the New World

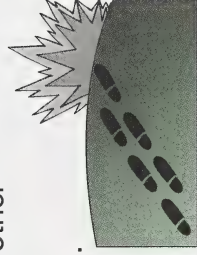
The New World . . . vast, rich with resources, bursting with opportunity
First there were the soft, indigenous footsteps of the Aboriginal families and groups
Gathering, hunting, and growing corn.

Then came the first seeking footsteps of the explorers and fur traders
Mapping, trapping, and trading for the pelts of beaver, muskrat, mink, and fox.

Soon after came the hopeful, determined footsteps of pioneers from Europe
Farming vast homesteads under huge, prairie skies.

Later came more eager footsteps of immigrants from every other continent, Europe, Asia, and Africa
Making new lives while missing the families they left behind.

The New World . . . huge, wise, loving . . .
Embraced each newcomer in its brilliant quilt.



Do you remember listening to this poem at the beginning of Module 8?

Think about the characters that you met in this module.

Module 8B: The New World

1. Which character had soft, seeking footsteps?

- ☐ Marisol
- ☐ Two-Feather
- ☐ Booker Washington
- ☐ Pettranella

2. Which character lived on a homestead?

- ☐ Marisol
- ☐ Two-Feather
- ☐ Booker Washington
- ☐ Pettranella

3. Which character was freed from slavery?

- ☐ Marisol
- ☐ Two-Feather
- ☐ Booker Washington
- ☐ Pettranella

4. Which character was a refugee?

- ☐ Marisol
- ☐ Two-Feather
- ☐ Booker Washington
- ☐ Pettranella



5. Which of the four characters was your favourite?

6. Explain why you liked that character best.

Turn to the Suggested Responses on pages 173 and 174, and ask your home instructor to help you check your work.

A Character Sketch

A good author makes the characters in a story come alive. Think about the character that you chose in question 5. How well do you understand this character?



I liked Booker Washington. He wanted to read so badly and just wouldn't give up. I think I understand how he felt.

Assist the student with locating the Suggested Responses and checking the completed work.

character sketch: a piece of writing that tells about the personality or character traits of a character in a story

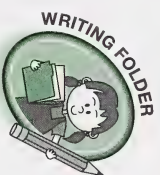
In your Assignment Booklet, you will create a web for a **character sketch**. A character sketch tells about the appearance, the personality, feelings, and actions of a character in a story.

You may want to reread the story in which your favourite character appears.



Go to Assignment Booklet 8B. Do Assignment 9: Character Sketch.

Footsteps



Take out your Footsteps Learning Log.

Think about the journeys that the explorers of the New World made. Look through your Footsteps Learning Log. Choose your favourite page and read it aloud to your home instructor.

Take out your relief map too. Tell your home instructor about the footsteps of each of the people on your map. Where did they begin? How did they get to where they were going? What adventures did they have?

The student will choose a favourite page to read aloud to you.

Ask the student to explain the "footsteps" plotted on the map.

Spelling

It's time to do your spelling test. Your home instructor will say the words.



Go to Assignment Booklet 8B. Do Assignment 10: Spelling Test.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

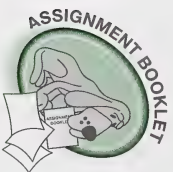
Read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Refer to the Home Instructor's Guide for the spelling dictation.

Reflections on Science

Over the past few months, you have learned many things in science. You have studied soil, rocks, and minerals. You have examined and built objects and structures. You have learned about hearing and sound and animal life cycles.

What kinds of science activities are you good at? What activities are hardest for you? Look at the science work that you did in this module and in your other modules.



Go to Assignment Booklet 8B. Do Assignment 11: Science Reflections.

Sharing Your Work



You have learned many things in Modules 8A and 8B. Look back at the work in your Writing Folder, Assignment Booklets, and Student Module Booklets.

You have written a story, a letter, and a poem. You have recorded information in a Footsteps Learning Log, painted a prairie scene, created several models, and made a relief map.

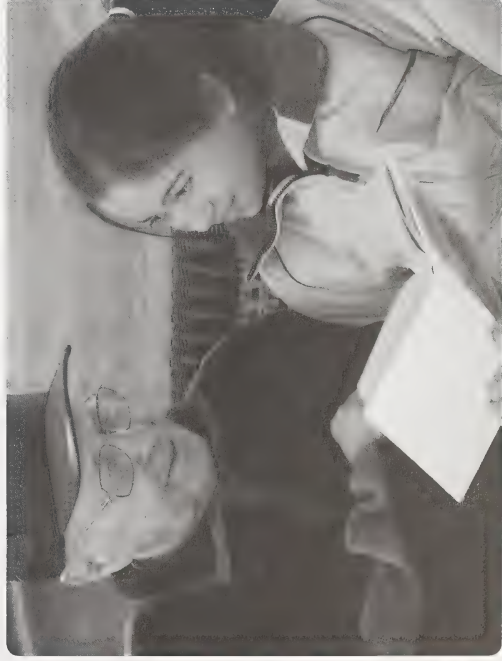
It's time to share your work with your family and friends. Pick two examples of your work that you are especially proud of. Share what you learned. Encourage the audience to ask you questions about your work. Can you answer their questions?



Go to Assignment Booklet 8B. Complete your Student Learning Log.

Story Time

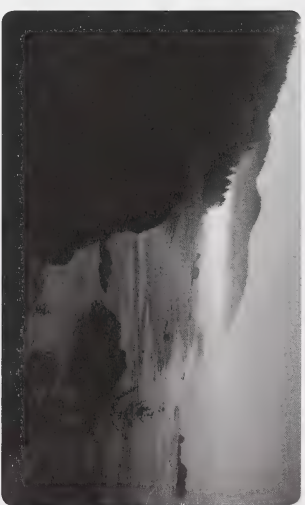
Choose a story for your home instructor to read or ask your home instructor to tell you a story about the New World. Enjoy the story!



You may want to save the examples the student has chosen in a special folder or portfolio. Compare the work your student chose today to work that was completed earlier in the year. Discuss improvements.

Looking Back

You have discovered why some people came to the New World. Imagine that a new land is waiting for you. What new land would you like to explore? What kind of adventures would you have? Where would your footsteps lead?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Complete the Home Instructor's Comments at the end of Assignment Booklet 8B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 8B to the teacher.

Glossary

character sketch: a piece of writing that tells about the personality or character traits of a character in a story

Suggested Responses

1. Which character had soft, seeking footsteps?

- ☐ Marisol
- ☒ Two-Feather
- ☐ Booker Washington
- ☐ Pettranella

2. Which character lived on a homestead?

- ☐ Marisol
- ☐ Two-Feather
- ☐ Booker Washington
- ☒ Pettranella

3. Which character was freed from slavery?

- ☐ Marisol
- ☐ Two-Feather
- ☒ Booker Washington
- ☐ Pettranella

4. Which character was a refugee?

- ☒ Marisol
☐ Two-Feather
☐ Booker Washington
☐ Pettrarella

5. Answers will vary. You should have chosen one of the four characters discussed in questions 1 to 4.

6. You should have provided a reason why you chose the character as your favourite.

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Module Summary

Jump for joy! You've completed another module!

In this module you learned many things about building objects and structures.

You also learned

- more about settlers and refugees who came to live in Canada
- how exclamation marks are used
- about synonyms and antonyms
- how to use information from maps, tables, headings, and time lines to find answers to questions
- how to make a relief map and show travel routes on it



